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ABSTRACT

A summary of project objectives, procedures, and dissemination is developed in this report of work initiated in June 1968. Programs in French, German, and Spanish for students in junior and senior high schools are evaluated with special reference to attitudes, aptitude, achievement, and program management. A final section reviews procedures and expectations for a third year of operation. Extensive, sample instructional materials for French, German, and Spanish are included. (RL)

ED047574

Individualized Foreign Language Program

Project No. 0636-0 Under P.L. 89-10, Title III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FL002110

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Narrative Section

Part I - Project Operation to Date

The individualized Study in Foreign Languages Project has been in operation since June 9, 1968. During this time, the following objectives have been accomplished:

1. All beginning French, German, and Spanish students have been placed in a completely individualized program of language learning.
2. Spanish students who started in the project during the first year of operation, are now in the second year of the program.
3. Students in all three languages, grades seven through twelve, have adjusted well to the approach, and achievement continues to be higher than originally anticipated and superior to that of traditional classes.
4. Project staff members have completed individualized study units for two years of work in Spanish and for one in German and French. There has been continual evaluation and revision of completed units in the light of what appears to be most effective for student use and achievement.

5. Forms, records, and charts necessary for accurate recording of individual progress have been revised to the point where they are proving to be very effective in terms of immediate data access.

6. The staff needed for the project has been hired, trained, and utilized in a manner designed to meet individual student needs. The project secretaries have been involved in the preparation of Individual Student Units and in record keeping. The teacher aides and interns have been working with project involved students, primarily on a one-to-one basis, with some small group work also involved. All staff members have been involved in an on-going evaluation of materials and procedures.

7. There continues to be, in terms of units of work completed, a great diversity in the number of units of work completed. This is true of Spanish students in the second year of project work as well as of beginning French and German students. There appears to be a much greater "spread" among second-year students. Achievement has been individually and collectively greater than ever before and it is expected that it will continue to be so.

8. A great deal has been learned in terms of what is effective and what is not effective in organizing a program of individualized instruction, and in the preparation and use of materials designed for the program.

Narrative Section

Part II - Evaluation

In addition to the continuous evaluation that has been involved in the preparation and revision of materials, evaluation has been, and will be, carried out as follows:

1. A study on the effect of the project on the drop-out rate of foreign language students will be continued. A drop-out ratio for language students for the school years 1964-1965 to 1967-1968, and for the first year of project operation, has been calculated. More reliable data than that given by the first year project evaluation should result because of the greatly increased number of students involved.
2. Student attitudinal surveys will again be administered at the end of the second year of project operation. This will be a further projection of data collected during the first year of project operation and

will again be intended to determine what it is about traditional as well as continuous progress classes that frustrates and/or pleases foreign language students. Students will be asked to react to questions designed to indicate their feelings toward methods of instruction.

3. An additional attitudinal survey, a procedural evaluation by project and non-project students, will also be utilized. They will be asked to respond to a form asking for their reactions to procedures and materials at the end of the current school year. Reaction to this instrument will help determine changes in the format of units and in procedures. The responses of students in the second year of project work will be compared with their reaction to a similar survey at the end of the first year of project operation to determine what changes in attitudes have occurred and how changes made after the first year of operation have been accepted.

4. Weekly, as well as group, individual progress records are used to determine which individuals do not appear to be making progress consistent with their ability. The types of interventions, by staff members in conference with these individuals, are being analyzed to determine what kinds of in-

terventions prove to be most and least effective in stimulating individual progress.

5. Staff reactions, particularly that of the aides and interns, is being recorded in written form. When aides and interns leave the school system at the end of a semester or school year, they have been, and will be, asked to write personal reactions to the project.

6. Records are being kept on discipline problems that occur within project classes as the students work in a variety of instructional situations. These records will be compared with the disciplinary records kept by the school administrative offices, to determine the relationships in discipline problems between language students in project classes, language students in non-project classes, and language students in other classes. The area of non classroom discipline problems will also be considered. While this data is still be compiled, it is now evident that large group discipline problems have almost ceased to exist in project classes and discipline is now on the individual level and considerably easier to deal with.

7. All beginning project students, French, German, and Spanish, were given the Pimsleur Language Aptitude Test at the beginning of the current school year.

This is a prognostic instrument for screening potential modern foreign language students and for predicting success probabilities. The six parts of this test yield information on the student's grade point average, interest in studying a foreign language, verbal ability, and auditory ability. At the end of the school year, the Pimsleur Modern Foreign Language Proficiency Tests in French, German, and Spanish, will be administered to all beginning language students. These tests are designed to measure proficiency in the four language communication skills: listening, speaking, reading, and writing.

Normative and predictive validity information are available for the aptitude test and national percentile ranks and stanines for the proficiency tests. A comparison of the results of the aptitude tests with those of the proficiency exams should provide reliable data in terms of how well individual student achievement measures up to individual expectations. The Spanish students in the second year of project work will be administered the second level proficiency test to see if the norms established last year have increased or decreased.

8. Where possible, in those languages where there have not been changes in the textual materials, beginning project students will be given the same final ex-

amination as that previously administered at the end of the school year to traditional beginning classes. A comparison will be made of ability, achievement, and progress.

Part III - Dissemination

Many requests for information and project materials have been received. To date, numerous requests have been received from twenty-four states and Canada. A summary of project objectives and procedures has been sent to all schools and agencies requesting information. A file of requests is being maintained and, as further releases are prepared for dissemination purposes, additional information will be sent to those who have expressed an interest in learning more about the project. All requests for sample check lists in German, French, and Spanish have been answered.

Approximately eight-hundred teachers and supervisors of foreign languages have been present at slide presentations about the project at various meetings throughout the state and country. Additional presentations will be made to similar groups in St. Louis and Nevada during the spring.

Visitors from a number of state and out-of-state schools have come to see project classes in operation. They have had the opportunity to talk with project staff members and to get their reactions, as well as that of project students.

A complete dissemination report which lists the sources of requests for information, indicates project visitors, and includes some sample reactions by visitors has been attached at the end of this narrative section.

Part IV - Procedures and Expectations for a Third Year of Operation

Original planning of the project called for the following timetable:

1.	Summer, 1968	Plan for implementation of Spanish
2.	School Year, 1968-69	Implement beginning Spanish classes
3.	Summer, 1969	Plan for implementation of German and French and continuation of Spanish
4.	School Year, 1969-70	Implement beginning German and French classes and continue with Spanish
5.	Summer, 1970	Plan for continuation of all language classes
6.	School Year, 1970-71	Continue with all language classes in project

This timetable has been followed to date. Planning for the third year of project operation will also follow the original outline.

The summer of 1970 will be devoted to the preparation of additional units in all three languages as well as the revision of some previously prepared units. All present professional staff members will be involved in this work. A series of summer meetings will evaluate project operation to date, principally in the area of what has been learned about individualized instruction.

The third school year of project operation calls for all first and second level language students, grades seven through twelve, to be in the project. In addition, third level Spanish students will continue where they left off upon the completion of the 69-70 school year.

Some consideration is being given to putting fourth and fifth level Spanish into the project; this is dependent upon the number of units which can be completed during the summer.

New high school facilities are now in the construction stage and are planned for occupancy for the 1970-71 school year. Foreign language facilities in the new buildings have been designed specifically for a program of individualized instruction. The anticipated cost of the laboratory facilities is considerably less than that of the traditional laboratory because of the emphasis on the use of individual equipment.

A flexible modular schedule will be instituted in the new facilities and will lead to much better utilization of project staff time. A study at the end of the third year of project operation should indicate that facilities and schedules designed for individualized instruction will make possible a reduction in the teacher/aide/intern-student ratio.

The administration and staff of the total West Bend School District are becoming increasingly interested in the idea of differentiated staffing. The successes and failures experienced by a relatively large number of teachers, aides, interns, and secretaries working in the project under this concept have proven valuable and have also aided in giving needed direction in terms of individualization.

The objectives for the third year of project operation are the same as those outlined in our original proposal:

1. to provide a program that will reduce the number of students who discontinue the study of a foreign language.
2. to eliminate the frustration factor which is inherent in a time structured program.
3. to serve as a demonstration project which would test and evaluate the effectiveness of individualized instruction in foreign languages.
4. to provide a foreign language program that meets the needs of all students regardless of ability and will better enable them to serve the community in which they live.
5. to change the foreign language program from one which is based on a time criteria to one which is based on a performance criteria.
6. to provide a more practical language program in terms of more realistic individual goals and more practical stimulation for students of all ability levels.
7. to provide a program that will offer maximum flexi-

bility of scheduling in terms of the entire curriculum.

9. to serve as a dissemination center for individualized foreign language instruction.

The specific proposals for a third year of project operation are as follows:

1. Foreign language staff members in German, French, and Spanish will plan this summer for the 1970-71 school year. Procedures will be planned and the necessary continuative units of work prepared for French, German and Spanish. Evaluation of existing materials and procedures will preceed additional unit planning.
2. The program of individualized foreign language instruction will be continued in Spanish, German and French. Those students who started in the project this year will continue where they finish at the end of the present school year. All first and second level foreign language students will be in project classes, as well as all third level Spanish students.
3. There will be continual and on-going preparation, evaluation, and revision of Individual Study Units during the course of the school year.
4. The presently scheduled use of language laboratory facilities will be changed to a library or resource center type operation at the new high school to permit more effective use of these facilities by project involved students.

5. There will be continuous evaluation during the course of the school year of the types described in Part I of this narrative. Additional evaluative procedures will be utilized.
6. The dissemination procedure will be continued as described in Part III of this narrative.

It is anticipated that the procedures which have been established during two years of project operation, and which will be culminated during the third year, will result in a foreign language program of individualized instruction that the local school district will be able to adopt and support financially upon completion of the third project year.

The major bulk of the preparation of materials will have been accomplished and this cost item will no longer exist.

The equipment and supplies which were necessary for proper implementation will be available and will have been sufficiently augmented through the expenditure of district funds.

The major remaining expense of the program will be that of staffing and this has been anticipated and planned for through a program that has been moving in the direction of differentiated staffing. With increased enrollments in language classes, the local district will have assumed an increasingly greater share of staffing costs during the three years of project operation and should be able to completely finance staff needs for a continuing program in individualization of foreign language instruction.

Dissemination Report

The manual for project applicants and grantees, under Title III of the Elementary and Secondary Education Act, states that it is vital to the long-range success of Title III that provisions be made for communicating information about project activities and results.

In our original application for a grant, and in our application for a continuation grant, we were required to include plans for the preparation, development, and distribution of informational materials and to budget for their estimated cost.

We have recognized that dissemination is a project responsibility and have prepared this report to indicate results and progress to date.

1. Large group presentations:

   We have prepared a slide presentation which gives an over-all view of the project and illustrates procedures, equipment, and student instructional situations. This presentation has been made to the following groups.

   a. foreign language teachers at two different Foreign Language Workshops at Wisconsin State University at Whitewater.

   b. the Northeastern Wisconsin Foreign Language Organization at Beaver Dam.

   c. the national convention of the American Council on the Teaching of Foreign Languages at New Orleans. Three presentations were made during this meeting:

one during a special symposium in language teaching innovations preceeding the actual convention; another at a sectional meeting of the American Association of Teachers of German, and a third during a general session of the convention.

d. A presentation will also be made during the spring meeting of the American Association of Language Laboratory Directors in St. Louis. This presentation will explain how we have re-designed our laboratory facilities to adapt it to project operation.

e. It is estimated that approximately 800 foreign language teachers and supervisors have been present at the above named meetings.

2. Co-operation with State Department of Public Instruction:

   Mr. Frank Grittner, Supervisor of Modern Foreign Languages, has been working very closely with us, particularly in the area of evaluation. He has made a number of presentations concerning our efforts at meetings throughout the country. He has been the originating source of many requests for information concerning the project.

3. As a result of the dissemination efforts mentioned above, we have had numerous written requests for information and for the materials we have prepared. Many of these requests have been followed by visitations. A listing of written requests and project visitors follows. We have also included excerpts from some follow-up visitation letters and copies of some letters we have received regarding the project.

Letters of Inquiry

Arizona

1. Tucson Public Schools
   Tucson

Arkansas

1. University of Arkansas
   Fayetteville

California

1. Amity Institute
   Del Mar

Canada

1. Winnipeg School Div. No. 1
   Winnipeg, Manitoba

Connecticut

1. Staples High School
   Westport

Florida

1. Florida State University
   Tallahasse

Illinois

1. Forest View High School
   Arlington
2. Department HEW-OE
   Chicago
3. Glenbrook North High School
   Northbrook

Indiana

1. Indiana University
   Bloomington

Louisana

1. Chalmette High School
   Chalmette

Maine

1. Director of For. Lang.
   Portland

Maryland

1. Milford Mill High School
   Baltimore
2. Bd. of Education of
   Washington County
   Hagerstown

Massachusetts

1. Quincy High School
   Quincy

Michigan

1. For. Lang. Innovative
   Curricula Study
   Ann Arbor
2. Birmingham Public Schools
   Birmingham

Minnesota

1. Bloomington Public Schools
   Bloomington
2. Independent School Dist.
   #12
   Chaska
3. St. Louis Park Sr. High
   School
   St. Louis Park

Nebraska

1. Lincoln Public Schools
   Lincoln
2. Omaha Westside Dist. #66
   Omaha
3. Wayne Public Schools
   Wayne
4. State Dept. of Educ.

New Jersey

1. Educational Improvement Center
   Glassboro
2. Freehold Regional H.S. Dist.
   Freehold

New York

1. Harcourt, Brace & World
   New York City
2. International Business
   Machines Corp.
   Yorktown Heights
3. The Louis D. Brandeis H.S.
   New York City
4. Mohawk Valley Community College
   Utica
5. Westchester Regional Educ.
   Center
   White Plains

Ohio

1. Ohio State University
   Columbus
2. Ohio State University
   Marion

Oregon

1. Jackson High School
   Portland
2. Waluga Jr. High School
   Lake Oswego
3. Eugene Public Schools
   Eugene
4. Reedsport Public Schools
   Reedsport

Pennsylvania

1. Eisenhower High School
   Russell
2. Pennsbury School Dist.
   Fallsington

Tennessee

1. Jefferson Jr. High School
   Oak Ridge

Vermont

1. Mt. Anthony Union H. S.
   Bennington

Virginia

1. Newport News Public Schools
   Newport News

Wisconsin

1. Abbot Penniger High School
   West DePere
2. Custer High School
   Milwaukee
3. Delavan-Darien H. S.
   Delavan
4. Evansville High School
   Evansville
5. Lakeside Lutheran H.S.
   Lake Mills
6. Neenah Sr. High School
   Neenah
7. North Eastern Wis. For.
   Lang. Organization
   Fond du Lac
8. Port Washington Public
   Schools
   Port Washington

Wisconsin - continued

9. Premontre High School
Green Bay

10. Southwest High School
Green Bay

11. Wausau East High School
Wausau

12. Wausau Senior High School
Wausau

13. Wisconsin Heights High School
Black Earth - Mazomanie

14. Wisconsin State University
Platteville

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Visitors

1. Bloomington Public Schools
   Bloomington, Minnesota

2. Delavan - Darien High School
   Delavan, Wisconsin

3. Grafton High School
   Grafton, Wisconsin

4. Harcourt, Brace and World For. Lang. Consultant
   Chicago, Illinois

5. Lakeside Lutheran High School
   Lake Mills, Wisconsin

6. State Dept. of Public Instruction
   Madison, Wisconsin

7. U. S. Office of Education
   Washington, D. C.

8. University of Wisconsin
   Madison, Wisconsin

9. Whitefish Bay High School
   Whitefish Bay, Wisconsin

10. Lake Mills High School
    Lake Mills, Wisconsin

11. Mr. Wright
    Director of Instruction
    West Bend, Wisconsin

12. Forest View High School
    Arlington Heights, Illinois

13. Lincoln Public Schools
    Lincoln, Nebraska

14. Omaha Westside District #66
    Omaha, Nebraska

15. Wayne Public Schools
    Wayne, Nebraska

Excerpts from Follow-up Visitation Letters

"since it was my first opportunity to meet you and your staff and see the program in operation, it was most impressive to me.

First, let me say again that yours is a truly fine program. It is really encouraging to observe a program which seems, in every regard, to meet the objective of individualized learning. The learning packages that have been developed by the staff are excellent and this allows each student to pace himself, seek help, assess his own progress, and to accomplish some real learning. The way in which the professional staff, interns, native speaking aids, and instructional secretary are functioning is a fine example of the effectiveness of differentiated roles in staffing. The apparent enthusiasm of the students is a reflection of a kind of student evaluation of the worth of what is being done for them. And, some of the data you have gathered, and which you spoke of briefly, is another indicator of the project successes to date."

Thomas F. Diener
Program Consultant
Wis. Dept. of Public Instruction

"Your kind hospitality helped us gain an insight into your project and its operation.

What you have done is indeed a major step forward in the instruction of foreign languages. We were very impressed by what we saw and heard during our stay in your fair city."

Millard T. Wolfram
Coordinator of Foreign Languages
Bloomington, Minnesota

"My purpose in visiting was to become familiar with a program which was interesting on paper and more interesting to visit.

The individualization which is being accomplished is outstanding.

The learning materials which have been developed by the staff not only represent a tremendous investment of time, but are also indicative of the kind of expertise and commitment necessary for the success of the program. The data related to achievement is certainly impressive. The atmosphere within the classrooms reflects the enthusiasm of the students for a program which is tailor made."

Fran Kimmey
Program Consultant
U.S. Office of Education
Washington, D. C.

The following are copies of letters which have been received:

4. An additional source of requests for information has been an article which appeared in the August, 1969, issue of Foreign Language Annuals. This article, "A Focus Report on Nongraded Foreign Language Classes," was written by Percy Fearing, Consultant for Modern Foreign Languages, State of Minnesota. Excerpts from article follow:

"An exciting new proposal for a nongraded 7-12 foreign language program has been drafted and submitted by the school district in West Bend, Wisconsin. Major objectives listed for this program include:

1. Providing a foreign language program that meets the needs of all students regardless of ability and will better enable them to serve the community in which they live.
2. Changing the foreign language program from one which is based on time criteria to one which is based on performance criteria.
3. Providing a more practical language program in terms of more realistic individual goals and more practical stimulation for students at all ability levels.
4. Providing a program that will offer maximum flexibility in scheduling for the individual student.
5. Providing a program that will offer maximum flexibility in scheduling in terms of the entire curriculum.

An interesting and seemingly necessary phase of this proposal is that all beginning students would be kept together in a large group instruction situation through the intiial phase, during which they would be presented with a predetermined number of introductory units of work. The proposal states that group instruction would be a practical necessity during the introductory period in order to achieve:

1. Instruction in the basic skills of the language l learning processes.

2. Group practice leading to the development of a sound background in the pronunciation and audio-comprehension skills.

3. Development of the proper attitude and discipline necessary for language learning.

4. Training in the skills and procedures which the student will later need as he moves on into the individualized instruction part of the program.

Upon successful completion of the introductory phase, the students would be allowed to proceed at an individual rate of progress."

ALM FRENCH

UNIT 12
TEACHER GUIDE

Le Professeur	Give Grade Here

All mistakes are to be corrected and rewritten in complete sentence form.

1-6. See Unit 6.

*7. See Unit 6.

9. Proceed as with other Listening and Speaking Exercises. See Unit 6, Item #8.

10. See Unit 7, Item #11.

12. Correct as a dictée.

13. See Item #10.

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15. See Item #9.

17. Check Ex. 10 as you would a dictée. In Ex. 11 the student should have at least four variations for each underlined segment of the sentence.

18. See Item #12.

19. Check for corredt changes.

GRADE CRITERIA

A - 0 Mistakes
A- 1 Mistake
B 2 Mistakes

3 Mistakes or more - Repeat.

*21. See Item #10.

24. Correct this exercise as you would a dictée.

*25. See Item #10.

27. See Item #9.

29. Correct these responses as you would a dictée. If there is some doubt as to student's mastery of exercise, have him redo it for you as a quiz. Check results.

Le Professeur

*30. See Item #10.

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33. Exercise 19.2 - Each cue has one response. Exercise 21 - Each underlined segment of the sentence should have at least four variations. Exercise 22 - Each sentence should have at least three different completions.

*34. Check exercises as you would a dictée. Each correct sentence has a value of 5.9 points. Prorate point value per sentence length.

*35. See Item #10.

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39. Check this exercise as you would a dictée. If there is any doubt as to student's mastery of work, have him do material as a quiz.

*40. Correct these exercises as you would a dictée. Each correct sentence counts 6.25 points. These points should be pro-rated per word of sentence.

41. See Item #9.

*42. Correct these exercises as you would a dictée.

Ex. 1. Sentence Rewrite - The answers are in the Teacher's Edition.

Ex. 2. Paragraph Rewrite. The paragraph should be rewritten with the changes marked in the following paragraph.

Je téléphone à Claudine. Je lui demande si elle veut aller au cinéma. Elle me dit «d'accord». Puis je lui demande si elle peut me prêter de l'argent. Elle me demande pourquoi et je lui réponds que je veux emmener Sylvie aussi. Elle me dit qu'elle ne veut pas me prêter d'argent pour ça.

(See Page 3 for Grade Criterion)

Le Professeur

GRADE CRITERION

Exercise 1 - Sentence Rewrite. The following correct word changes count 15 points for each change.

1. cet imperméable noir (4.5 pts.)
2. ce pull-over un peu long (7.5 pts.)
3. ces chaussures .... petites (4.5 pts.)
4. ce chemisier blanc (4.5 pts.)
5. cette veste verte (4.5 pts.)
6. ta robe jaune (4.5 pts.)
7. ton écharpe bleue (4.5 pts.)
8. des gants blancs (4.5 pts.)
9. cette jupe grise (4.5 pts.)
10. ces manteaux chers (4.5 pts.)

Ex. 2 - Paragraph. There are 34 underlined segments. Each correctly filled-in blank is worth 1.5 pts. Add the two correct total scores together for final grade for Item #42.

43. There could be a number of variations in the responses for Exercise 8. If the answers seem logical, and the student can give a good explanation, give him credit for the answer. Exercise 9 - Check answer key in Teacher Test Guide for correct answers.

*44. See Item #10.

*45. Responses to dialog questions - Each correct response has a value of 9 points. Pro-rate the 9 points per word in each answer. Questions should be answered in complete sentences.

46. Student should do this orally. His fluency and pronunciation should be checked. One has the opportunity to ask some questions regarding the student's conversation. (Variety of extemporaneous oral quiz.)

Le Professeur

*48. Correct answers as a dictée. Each completely correct answer is worth 4.35 points. Answers must be written in complete sentences. Correct grammar and vocabulary. Answers should be logical and readily understood. Pro-rate the number of points per number of words in the sentence answer. Score of less than 85 °/o must repeat the exercise. All mistakes must be corrected in complete sentence form.

If there is any doubt as to the student's oral mastery of the exercise, one could ask him some of the questions to be answered orally. If he can't do this, he should redo the exercise until he is able to answer the narrative questions orally. It is possible one might wish the student to read excerpts from the Narrative to determine his ability to sight read French. This would be good practice for the student and a very good method of determining how well the student has prepared the Narrative from the tape. His reading should be without too many errors; otherwise he should do remedial work.

*49. Administer Speaking Test. See Unit 8, Item #53.

*50. See Unit 8, Item #54.

*51. See Unit 5, Item #64.

UNIT 12

Basic Objectives

1. Basic Dialog

   a. Be able to give all lines of the dialog orally from memory.

   b. Write the basic dialog from dictation with correct spelling, punctuation, and accent marks.

   c. Recombine dialog material with material learned in previous lessons in the following situations:
      1. answer related questions.
      2. participate verbally in controlled conversational situations.

2. Vocabulary -- know the vocabulary of the unit including the gender of nouns.

   a. Review counting eighty to one hundred.

   b. Learn the names of colors.

   c. Learn the itmes of wearing apparel and some common phrases used in describing this apparel.

3. Supplement -- be able to respond to oral and visual stimuli in a manner indicating comprehension.

4. Reading

   a. Be able to read and write from dictation all dialog sentences and sentences from the Supplement of Unit 12.

   b. Be able to read and to answer all questions for the Narrative in both oral and written fashion.

5. Grammar

   a. Learn to use the demonstrative articles ce, cette, ces.

   b. Be able to use all articles given in the review on p. 230.

   c. Learn how to use the affirmative response "si".

   d. Be able to use verbs like venir and revenir -- and also "venir de" plus infinitive.

e. Learn the First and Second Person Object Pronouns -- me, te, nous, vous.

f. Be able to complete the writing exercises on pp. 237 and 238 with comprehension.

6. Recombination Material

a. Be able to answer all questions which follow the dialogs.

b. Be able to execute the suggested dialog variations.

c. Develop the Dialog Variation in written and oral form.

7. Conversation Stimulus -- Be able to work out exercises for this section on p. 239.

A-LM FRENCH
STUDENT CHECK LIST - Unit 12

A l'élève:

Pour chaque article de travail numéroté:

(a) s'il n'y a qu'une ligne dans la seconde colonne, il n'est pas nécessaire de montrer cet article à un professeur. Faites-le à votre propre satisfaction.

(b) si la ligne est aussi dans la première colonne, cet article doit être vérifié par un professeur avant de continuer.

Si, à n'importe quel moment, vous avez de la difficulté, ne continuez pas sans consulter un professeur.

Le Professeur	L'élève	
	____	*1. Ecoutez et pratiquez la première partie du dialogue et la première du supplément (pages 223 et 224) sur la bande #45. Quand vous pouvez répéter ces phrases couramment, continuez la leçon.
____	____	2. Dans votre cahier, copiez cinq fois la première partie du dialogue et la première partie du supplément.
	____	3. Mémorisez la première partie du dialogue.
	____	4. Etudiez les exercices de vocabulaire 1 et 2 (page 226) jusqu' à ce que vous puissiez répondre courament.
	____	*5. Ecoutez et practiquez la deuxième partie du dialogue et la deuxième partie du supplément (pages 223 et 224) sur la bande #45. Quand vous pouvez répéter ces phrases couramment, continuez la leçon.
	____	6. Dans votre cahier, copiez cinq fois la deuxième partie du dialogue et la deuxième partie du supplément.
____	____	7. Mémorisez la deuxième partie du dialogue et présentez le dialogue entier à un professeur.

Le Professeur	L'élève	
	___	8. Etudiez les exercices de vocabulaire 3 et 4 (page 226) jusqu' à ce que vous puissiez répondre couramment.
___	___	*9. Faites les exercices 185 et 186 sur la bande #45. Ecrivez vos réponses à l'exercice 186 dans votre cahier d'exercices (page 37).
___	___	10. Etudiez les formes de bases page 225. Apprenez le genre de chaque nom dans cette liste. Etudiez bien ces adjectifs.
	___	11. Etudiez les notes de lecture page 225. Pratiquez la prononciation de ces mots.
___	___	12. Faites l'exercice 1 dans votre cahier d'exercices (page 101).
___	___	13. Test sur le dialogue, le supplément et les exercices de vocabulaire. Préparez une dictée, les réponses aux questions, etc.
		les articles démonstratifs - "ce, cette, ces"
	___	14. Lisez la présentation et la généralisation pages 227 et 228. Si vous ne comprenez pas, demandez à un professeur.
___	___	*15. Faites les exercices 187, 188 et 189 sur la bande #46. Ecrivez vos réponses aux exercices 188 et 189 dans votre cahier d'exercices (page 37).
	___	*16. Pratiquez les exercices 5, 6, 7, 8 et 9 pages 228 et 229, (bande #46) jusqu' à ce que vous puissiez répondre correctement chaque fois.
___	___	17. Dans votre cahier, faites les exercices 10 et 11 page 229.

Le Professeur	L'élève	
___	___	18. Dans votre cahier d'exercices, faites les exercices 2 et 3 pages 101 et 1-2.
___	___	19. Récrivez le dialogue en accord avec la suggestion dans l'exercice 12 page 230.
	___	20. Faites une révision des articles avec l'aide des listes à la page 230.
___	___	21. Test sur les articles démonstratifs - "ce, cette et ces."
		la réponse affirmative "si"
	___	22. Lisez la généralisation page 231. Si vous ne comprenez pas, demandez à un professeur.
	___	*23. Pratiquez l'exercice 13 page 231 (bande #46).
___	___	24. Dans votre cahier d'exercices, faites l'exercice 4 page 102.
___	___	25. Test sur la réponse affirmative "si".
		les verbes comme "venir" - le présent
	___	26. Lisez la présentation et la generalisation pages 231 et 232. Si vous ne comprenez pas, demandez à un professeur.
___	___	*27. Faites les exercices 190, 191, et 192 bande #47. Ecrivez les réponses aux exercices 191 et 192 dans votre cahier d'exercices page 38.
	___	*28. Pratiquez les exercices 14, 15 et 16 page 232 jusqu' à ce que vous puissiez répondre correctement chaque fois.

Le Professeur	L'élève	
___	___	29. Dans votre cahier, faites l'exercice 17 page 233.
___	___	30. Test sur les verbes comme "venir" - le présent.
		"venir de" + infinitif
	___	31. Lisez la présentation et la généralisation page 233. Si vous ne comprenez pas, demandez à un professeur.
	___	*32. Pratiquez les exercices 18 et 19 pages 233 et 234 (bande 47) jusqu' à ce que vous puissiez répondre correctement chaque fois.
___	___	33. Dans votre cahier, faites les exercices 20, 21 et 22 page 234.
___	___	34. Dans votre cahier d'exercices, faites l'exercice 5, page 1-3.
___	___	35. Test sur "venir de" + infinitif.
		les pronoms compléments d'objet "me, te, nous et vous"
	___	36. Lisez la présentation et la généralisation pages 234 et 235. Si vous ne comprenez pas, demandez à un professeur.
	___	*37. Faites l'exercice 193 bande #48. Répétez l'exercice jusqu' à ce que vous puissiez faire les distinctions facilement.
	___	*38. Pratiquez les exercices 23, 24, 25, 26, 27 et 29 (bande #48) jusqu' à ce que vous puissiez répondre correctement chaque fois.

Le Professeur	L'élève	
___	___	39. Dans votre cahier, faites l'exercice 28 page 237.
___	___	40. Dans votre cahier d'exercices, faites les exercices 6 et 7 page 1-4.
___	___	*41. Faites l'exercice 194 sur la bande #48. Ecrivez vos réponses dans votre cahier d'exercices pages 38 et 39.
___	___	42. Dans votre cahier, récrivez les exercices 1 et 2 pages 237 et 238.
___	___	43. Dans votre cahier d'exercices, faites les exercices 8 et 9 page 105 et 106.
___	___	44. Test sur les pronoms compléments d'objet "me, te, nous et vous."
		récapitulation
___	___	45. Lisez les deux dialogues pages 238 et 239. Dans votre cahier, écrivez les réponses aux questions sur les dialogues. Récrivez le second dialogue selon la variation indiquée au milieu de la page 239.
___	___	46. Préparez le stimulus de conversation page 239 et présentez-le à un professeur.
	___	47. Lisez "Un lecteur américain dans un lycée français" pages 239-241.
___	___	48. Dans votre cahier, écrivez les réponses aux questions page 241.
___	___	49. Vous avez maintenant fini l'unité 12. Quand vous aurez fait une révision complète de l'unité 12, passez le test de révision.
___	___	50. Quand vous aurez fait toutes les corrections sur votre test de révision et vous n'aurez plus de questions sur l'unité 12, prenez un rendez-vous avec un professeur pour passer l'examen de cette unité.

nom________________________

date________________________

classe________________________

l'unité 12 - #10

les formes de bases

A. Ecrivez en français:

1. the money ________________
2. the dress ________________
3. the blouse ________ ______
4. the pair ________________
5. the franc ________________
6. the clothing item _______ _____ ________________
7. the suit ________________
8. the salesman ______________
9. the shirt ________________
10. the pair of trousers ______ __________________________
11. the skirt ________________
12. the raincoat __________ ___
13. the color __________________
14. the scarf _________________
15. the coat ________________ ___

B. Ecrivez en français en donnant la forme féminine si elle diffère de la forme masculine.

1. white ____________________
2. expensive ________________
3. short ____________________
4. green _________ __________
5. long ______________________
6. yellow ____________________
7. grey ________ ____________
8. red _______________________
9. brown _____________________
10. great ____________________

GRADE SCALE

4 pts. each
Less than 85°/o Retake Test

nom ____________________

date ____________________

classe ____________________

l'unité 12 - #10 (2)

les formes de bases

A. Ecrivez en français:

1. the washing machine ____________________

2. the jacket ____________________

3. the money ____________________

4. the clothing item ____________________ ____________________

5. the dress ____________________

6. the trousers ____________________

7. the pair ____________________

8. the glove ____________________

9. the color ____________________

10. the coat ____________________

11. the skirt ____________________

12. the scarf ____________________

13. the raincoat ____________________

14. the suit ____________________

15. the salesman ____________________

B. Ecrivez en français en donnant la forme féminine si elle diffère de la forme masculine.

1. black ____________________

2. long ____________________

3. expensive ____________________

4. short ____________________

5. yellow ____________________

6. grey ____________________

7. red ____________________

8. white ____________________

9. blue ____________________

10. green ____________________

GRADE SCALE

4 pts. each
Less than 85°/o Repeat

nom ____________________

date ____________________

classe ____________________

l'unité 12 - #13

Test sur le dialogue, le supplément et les exercices de vocabulaire

A. Dictée:

1. ____

2. ____

3. ____

4. ____

5. ____

B. Questions:

1. Où est Brigitte?

____

2. Qu'est-ce qu'elle veut acheter?

____

3. Est-ce que Brigitte va la prêter à Françoise?

____

4. De quelle couleur est la veste de Françoise?

____

5. Vous portez des chaussures noires? De quelle couleur sont vos chaussures?

____

C. Les nombres:

1. Combien coûte l'écharpe? (82)

   ____

2. Combien coûte la bague? (99)

   ____

3. Combien coûte la guitare? (100)

   ____

4. Combien coûte le stylo? (76)

   ____

5. Combien coûte la chaise? (91)

   ____

GRADE SCALE

Part A: 45 pts.
Part B: 30 pts.
Part C: 25 pts.
Less than 85°/o Retake Test

nom ________________

date ________________

classe ________________

l'unité 12 - #13 (2)

Test sur le dialogue, le supplément et les exercices
de vocabulaire

A. Dictée:

1. ________________

2. ________________

3. ________________

4. ________________

5. ________________

B. Questions: répondez en français:

1. Où est Brigitte?

____

2. Avec qui est-ce qu'elle parle?

____

3. De quelle couleur est l'écharpe? Elle coûte combien?

____

4. Est-ce que Brigitte va la prêter à Françoise?

____

5. Est-ce que Brigitte va lui rendre sa veste?

____

C. Nombres: écrivez en français:

1. 91 ______________________________

2. 75 ______________________________

3. 71 ______________________________

4. 100 _____________________________

5. 81 ______________________________

GRADE SCALE

Part A: 50 pts.
Part B: 30 pts.
Part C: 20 pts.
Less than 85°/o Repeat

nom ______________________

date ______________________

classe ____________________

l'unité 12 #21

Test sur les articles démonstratifs

"ce, cette et ces"

Ecrivez une réponse à chaque phase, en employant un article démonstratif comme dans l'exemple.

exemple: Ils parlent d'un musée.
Et où est ce musée?

exemple: Ils parlent de deux restaurants.
Et où sont ces restaurants?

1. Ils parlent d'une école.

____

2. Ils parlent d'un homme.

____

3. Ils parlent de deux lycées.

____

4. Ils parlent d'un stade.

____

5. Ils parlent d'un immeuble.

____

6. Ils parlent d'une maison.

____

7. Ils parlent d'un hôtel.

____

8. Ils parlent d'un théâtre.

____

9. Ils parlent de trois filles.

10. Ils parlent de deux magasins.

GRADE SCALE

10 pts. each
Less than 85°/o Repeat

nom ____________________

date ____________________

classe ____________________

l'unité 12 #21

Test sur les articles démonstratifs

"ce, cette et ces"

Ecrivez une réponse à chaque phase, en employant un article démonstratif comme dans l'exemple.

exemple: Ils parlent d'un musée.
Et où est ce musée?

exemple: Ils parlent de deux restaurants.
Et où sont ces restaurants?

1. Ils parlent d'une école.

____

2. Ils parlent d'un homme.

____

3. Ils parlent de deux lycées.

____

4. Ils parlent d'un stade.

____

5. Ils parlent d'un immeuble.

____

6. Ils parlent d'une maison.

____

7. Ils parlent d'un hôtel.

____

8. Ils parlent d'un théâtre.

____

9. Ils parlent de trois filles.

____

10. Ils parlent de deux magasins.

____

GRADE SCALE

10 pts. each
Less than 85°/o Repeat

nom ______________
date ______________
classe ______________

l'unité 12 #21 (2)

Test sur les articles démonstratifs - "ce, cette et ces"

A. Ecrivez une réponse à chaque déclaration ci-dessous, en employant un article démonstratif selon l'exemple:

exemple: Ils parlent d'un musée.
Et où est ce musée?

exemple: Ils parlent de deux restaurants.
Et où sont ces restaurants?

1. Ils parlent d'une école.

____

2. Ils parlent d'un zoo.

____

3. Ils parlent de deux magasins.

____

4. Ils parlent d'un hôtel.

____

5. Ils parlent de deux maisons.

____

B. Récrivez chaque phrase en remplaçant le nom entre parenthèses pour le mot souligné. Faites tous les accords nécessaires:

exemple: Cette montre ne marche plus. (électrophone)
Cet électrophone ne marche plus.

1. Cette picine est ouverte le dimanche? (musée)

____

2. Je trouve ce problème très difficile. (question)

____

Part B (Continued)

3. Il y a un scooter derrière cet immenble. (garage)

____

4. Ces étudiants sont intelligents. (étudiante)

____

5. C'est vrai, ces gants ne me va plus. (pantalon)

____

GRADE SCALE

Part A: 10 pts. each
Part B: 10 pts. each
Less than 85°/o Retake Test

GRADE SCALE

10 pts. each
Less than 85°/o Repeat

nom ____________________

date ____________________

classe __________________

l'unité 12 #25

Test sur la réponse affirmative "si"

Ecrivez une réponse à chaque question, selon l'exemple. Employez un pronom complément d'objet dans chaque réponse.

exemple: Dis donc, tu ne parles plus à M. Caron?
Mais si, je lui parle.

1. Dis donc, tu n'écris plus à ton frère?

____

2. Dis donc, tu ne portes plus ta chemise noire?

____

3. Dis donc, tu ne téléphone plus à tes cousines?

____

4. Dis donc, tu ne fais plus les courses?

____

5. Dis donc, tu ne parles plus à Jacques?

____

6. Dis donc, tu n'écoutes plus la radio?

____

7. Dis donc, tu ne lis plus le livre?

____

8. Dis donc, tu ne réponds plus à tes amis?

____

9. Dis donc, tu ne fais plus la ménage?

____

10. Dis donc, tu ne regardes plus les informations?

____

GRADE SCALE

10 pts. each
Less than 85°/o Retake Test

nom ______________

date ______________

classe ______________

l'unité 12 #25 (2)

Test sur la réponse affirmative "si"

Ecrivez une réponse à chaque question, selon l'exemple. Employez un pronom complément d'objet dans chaque réponse:

exemple: Dis donc, tu ne parles plus à M. Caron?
Mais si, je lui parle.

1. Dis donc, tu ne regardes plus les documentaires?

____

2. Dis donc, tu ne fais plus les courses?

____

3. Dis donc, tu ne réponds plus à ton ami?

____

4. Dis donc, tu ne lis plus le roman?

____

5. Dis donc, tu n'écoutes plus la radio?

____

6. Dis donc, tu ne parles plus à Marie?

____

7. Dis donc, tu ne regardes plus les westerns?

____

8. Dis donc, tu ne téléphones plus à tes cousins?

____

9. Dis donc, tu ne portes plus ta jupe verte?

____

10. Dis donc, tu n'écris plus à ton oncle?

____

nom ____________________

date ____________________

classe ____________________

l'unité 12 #30

Test sur les verbes comme «venir» - le présent

Complétez la phrase avec la forme correcte du verbe entre parenthèses.

1. (venir) En général je ____________ au lycée à huit heures.
2. (venir) ______________ -ils souvent au zoo?
3. (revenir) Marie ______________ tout de suite.
4. (venir) Nous ne _______________ pas avec Alice.
5. (revenir) __________________ maintenant, vous deux.
6. (revenir) Est-ce qu'ils __________________?
7. (venir) Est-ce que tu _________________ avec moi?
8. (venir) Paulette _________________ toujours à l'heure.
9. (revenir) Je ne _________________ pas ce soir.
10. (venir) _______________ -vous avec les autres?

GRADE SCALE

10 pts. each
Less than 90°/o Repeat

nom ____________________

date __________________

classe ________________

l'unité 12 #30 (2)

Test sur les verbes comme «venir» - le présent

Completez la phrase avec la forme correcte du verbe entre parenthèses.

1. (venir) En général tu __________________________ en avance.

2. (revenir) Nous ________________________ tout de suite.

3. (venir) Mon frère ___________________ après l'école.

4. (venir) Est-ce que nous ______________ à l'heure?

5. (revenir) On ______________________ à minuit?

6. (venir) Je ne _____________________ pas avec les autres.

7. (revenir) Tu ne _____________________ jamais à l'heure.

8. (venir) Vous __________________ avec moi?

9. (revenir) Est-ce que Colette _______________ samedi?

10. (venir) Elles ne ____________________ pas aujourd'hui.

GRADE SCALE

10 pts. each
Less than 90°/o Retake Test

nom ____________________
date ____________________
classe ____________________

l'unité 12 #35

Test sur «venir de» infinitif

Ecrivez une réponse à chaque question selon l'exemple donné pour chaque partie.

A. Exemple: Catherine ne vent pas venir?
Si, elle vient avec maman.

1. Tu ne veux pas venir?

____

2. Les filles ne veulent pas venir?

____

3. Marc ne veut pas venir?

____

4. Sylvie ne veut pas venir?

____

B. Exemple: Je vais à Paris.
Tu reviens bientôt?

5. Les Martin sont en France.

____

6. Nous partons mercredi.

____

7. Mon père est à Marseille.

____

Page 2
l'unité 12 #35
Part C

C. Exemple: Mangez vos légumes, vous deux.
Nous venons de les manger.

1. Parle à ta tante.

____

2. Répondez à Charles, vous deux.

____

3. Range tes affaires.

____

GRADE SCALE

Part A: 50 pts.
Part B: 50 pts.
Less than 85°/o Repeat

GRADE SCALE

10 points each
Less than 85°/o Repeat

nom ____________________

date ____________________

classe ____________________

l'unité 12 #35 (2)

Test sur «venir de» infinitif

Ecrivez une réponse à chaque question selon l'exemple donné pour chaque partie.

A. exemple: Catherine ne veut pas venir?
Si, elle vient avec maman.

1. Vous ne voulez pas venir, vous deux?

____

2. Claude ne veut pas venir?

____

3. Les garçons ne veulent pas venir?

____

B. Exemple: Je vais à Paris.
Tu reviens bientôt?

4. Marie est en Allemagne.

____

5. Nous partons demain.

____

6. Les Picard vont à Paris.

____

C. Exemple: Mangez vos légumes, vous deux.
Nous venons de les manger.

7. Répondez à Jacques, vous deux.

____

8. Achetez la carte, Mademoiselle.

____

9. Range tes affaires.

____

10. Téléphone à ton frère.

____

nom________________

date________________

classe________________

l'unité 12 - #44

Test sur les pronoms compléments d'objet "me, te, nous et vous"

A: Ecrivez une réponse affirmative à chaque question.

exemple: Tu me rends mon livre?
Oui, je te rends ton livre.

1. Vous nous accompagnez, vous deux?

____

2. Tu me lis la lettre, Maman?

____

3. Je vous téléphone de Paris, Madame?

____

4. Elle t'emprunte de l'argent?

____

5. Tu nous cherches?

____

B. Lisez ce que chaque personne dit, puis écrivez une phrase qui donne la même information. Regardez bien l'exemple:

exemple: PIERRE: «Mon ami me téléphone souvent.»
Il dit que son ami lui téléphone souvent.

1. MARC et LUC: «Notre père nous emmène au cinéma.»

____

2. MARIE: «Mon oncle nous écrit tous les mois.»

____

3. M. et MME DUPREY: «Nos filles ne veulent jamais nous écouter.»

____

4. RENE: «Mon ami français me décrit son village.»

____

Part B: Continued

5. ANNE et CLAUDETTE: «Notre amie allemande va nous accompagner à Berlin.»

____

GRADE SCALE

Part A: 50 pts.
Part B: 50 pts.
Less than 85°/o Retake Test

nom ____________________

date ____________________

classe ____________________

l'unité 12 #44 (2)

Test sur les pronoms compléments d'objet - "me, te, nous et vous"

A. Ecrivez une réponse affirmative à chaque question.

exemple: Tu me rends mon livre?
Oui, je te rends ton livre.

1. Vous me prêtez votre stylo, Monsieur?

____

2. Tu m'attends?

____

3. Il te parle souvent?

____

4. Je vous écris de Marseille, Madame?

____

5. Elle t'emprunte de l'argent?

____

B. Lisez ce que chaque personne dit, puis écrivez une phrase qui donne la même information. Regardez bien l'exemple.

exemple: PIERRE: «Mon ami me téléphone souvent.»

Il dit que son ami lui téléphone souvent.

1. JEAN: «Ma vousine me décrit sa ville.»

____

2. SYLVIE et CLAIRE: «Notre frère nous emmène au théâtre.»

____

3. M. et MME FORESTIER: «Notre fils ne veut jamais nous écouter.»

____

Part B: Continued.

4. ALICE: «Ma mère m'écrit toutes les semaines.»

____

5. LUC et GEORGES: «Notre professeur va nous accompagner en Europe.»

____

GRADE SCALE

Part A: 10 pts. each
Part B: 10 pts. each
Less than 85°/o Retake Test

nom ______________

date ______________

classe ______________

l'unité 12
Test de Révision

Part I: (10 points) Changez le nom souligné de pluriel à singulier.

Exemple: Je voudrais ces complets.
Je voudrais ce complet.

1. Il n'aime pas ces oncles.

____

2. Ma soeur achète ces manteaux.

____

3. Regarde ces nouveaux immeubles.

____

4. Combien coûte ces écharpes?

____

5. Regardez ces voitures.

____

Part II: (45 points) Complétez les phrases suivantes avec la réponse appropriée.

Exemple: M. Duclos sort? Oui, mais il revient tout de suite.

1. Les Caron sortent? ______________________________
2. Tu ne sors pas? ______________________________
3. Vous sortez, vous deux? ______________________________
4. Catherine sort? ______________________________

Part II (Continued)

Vous venez demain?

1. (Demandez ça à une amie.) ____________________________________

2. (Demandez ça à la concierge.) ________________________________

3. (Demandez ça au plombier.) __________________________________

4. (Demandez ça à votre cousin.) ________________________________

5. (Demandez ça au professuer.) _________________________________

Part III: (10 points) Complétez chaque repartie avec une réponse appropriée.

Exemple: Tu vas parler à Robert? Je viens de lui parler.

1. Marie va acheter une nouvelle écharpe? ________________________
____

2. Charles et Roger! Vous allez dire «bonjour» au professeur?

____

3. Les Caron vont arriver au théâtre à l'heure?

____

4. Tu es déjà là? ____

5. Je n'ai pas faim? ____

Part IV: (35 points) Récrire chaque des phrases suivantes en remplaçant des mots soulignés. Faites les autres changements nécessaires.

Exemple: Nous arrivons à huit heures. Attends-nous près de la porte. (J'arrive)
J'arrive à huit heures. Attends moi près de la porte.

1. Pierre attend ses amis au théâtre. Ils l'accompagnent au match. (Les DuPont)

____

2. Allô Annick? Tu fais le ménage? On t'attend chez Marie. (Vous faites)

____

Part IV (Continued)

3. Michelle! Annette! Est-ce que je peux vous accompagner à la campagne? (nous)

____

4. Mon frère arrive demain. Il nous emmène au cinéma. (Mes parents)

____

5. Regardez! Je veux vous montrer quelque chose. (Regarde!)

____

6. Vous avez des fils en Espagne. Mais ils ne viennent plus vous voir. (Il)

____

7. Georges n'a pas d'argent. Monique peut lui prêter quelques francs. (Je n'ai pas)

____

nom ____________________

date ____________________

classe ____________________

TEST AFTER UNIT 12

PART I Listening (10 points) You will hear five sentences. Each one is about either a boy named Michel or a girl named Michèle, and each sentence mentions an item of clothing. For each sentence, you are to determine, from the item of clothing, whether the sentence is about a boy or a girl, and place your check mark in the appropriate column.

EXAMPLE: You hear: Michèle a un nouveau chemisier. You place your check mark in the column labeled une fille, because un chemisier, a blouse, is worn by a girl.

	Une Fille	Un Garçon
1.	______	______
2.	______	______
3.	______	______
4.	______	______
5.	______	______

PART II Listening (10 points) You will hear five sentences. For each one, you are to determine whether the action has happened or will happen, and place your check mark in the appropriate column.

EXAMPLE: You hear: Nous venons de rencontrer ton père devant le cinéma. You place your check mark in the column labeled Has Happened because nous venons de rencontrer indicates that the action has already happened.

	Has Happened	Will Happen
6.	______	______
7.	______	______
8.	______	______
9.	______	______
10.	______	______

PART III Listening (10 points) You will hear five sentences. Each sentence mentions an amount of money. For each sentence, there are three numbers—A, B, and C—printed on your paper. You are to determine which number corresponds to the one in the sentence, and circle the appropriate letter.

EXAMPLE: Look at the first group of numbers. You hear: *Tu peux m'emprunter soixante-cinq francs*? You circle the letter B, because B, 65, is the number you heard.

EX.	A 55	B 65	C 75	13.	A 15	B 95	C 75
11.	A 25	B 85	C 95	14.	A 10	B 66	C 70
12.	A 90	B 86	C 70	15.	A 20	B 100	C 30

PART IV Listening / Reading (10 points) You will hear five sentences. For each sentence, there are three suggested rejoinders—A, B, and C—printed on your paper. Only one of these is an appropriate rejoinder to the sentence. You are to decide which one it is, and circle the appropriate letter.

EXAMPLE: You hear: Pierre est vraiment bavard!

You see: A Oui, il n'arrive jamais à l'heure.
B Oui, il n'aime pas parler.
C Oui, il parle tout le temps.

You circle the letter C, because only C is an appropriate rejoinder to the sentence.

16. A Je ne peux pas; je n'ai plus d'argent.

17. B Tu veux toujours me prêter de l'argent!

C Françoise? Elle n'est jamais prête à l'heure.

17. A Non, je vais chercher dans sa chambre.

B Oui, il est très joli.

C Oui, elle est très sympathique.

18. A Non, il dit qu'il ne peut pas.

B Oui, et je n'ai pas d'imperméable.

C Pas tout de suite, il est occupé.

19. A Elle apporte sa guitare.

B Elle ne lui va plus.

C Tu sais bien qu'elle ne prête pas ses affaires.

PART IV (Continued)

20. A Je rentre dans cinq minutes.

B Les voilà.

C Non, je viens de les acheter.

PART V Reading / Writing (15 points) Rewrite each of the following sentences, changing the underlined noun from plural to singular. Make all other necessary changes.

EX. Regarde ces filles.

Regarde cette fille.

21. J'aime bien ces complets italiens.

____

22. Regardez ces nouveaux électrophones!

____

23. Tu vas acheter ces pantalons verts!?

____

24. Nous avons aussi ces pull-overs anglais.

____

25. Viens voir ces radios allemandes.

____

PART VI Reading / Writing (18 points) Write a rejoinder to each of the following questions, according to the example. Use venir de + the infinitive in each of your rejoinders.

EX. Quand est-ce que tu déjeunes? Je viens de déjeuner!

26. A quelle heure est-ce que vous dînez, vous deux? ____________________

____

PART VI (Continued)

27. Est-ce que Luc revient bientôt? ____________________

28. Quand est-ce les Legrand partent? ____________________

29. Les filles descendent? ____________________

30. Choisissez, vous deux! ____________________

31. Les garçons sortent? ____________________

PART VII Reading / Writing (27 points) Rewrite each of the sentences below, replacing the underlined phrase with the phrase in parentheses. You will have to make an additional change somewhere in each sentence, so that the sentence makes sense.

EX. Jean-Pierre! Mon père veut te parler. (M. Lanvin)

M. Lanvin! Mon père veut vous parler.

32. Nous sortons à cinq heures. Attends-nous près de l'entrée.

(Je sors) ____________________

33. Nous avons des amis à Paris, mais ils ne viennent jamais nous voir. (J'ai) ____________________

34. Attendez un peu. Je veux vous montrer quelque chose.

(Attends) ____________________

PART VII (Continued)

35. Tu peux rester encore dix minutes? M. Lebrun veut te parler. (Vous pouvez) ____________________

____

36. Notre oncle arrive demain; il nous apporte toujours des cadeaux. (Mon oncle) ____________________

____

37. Vous n'avez plus d'argent? Je peux vous prêter dix francs. (Tu n'as plus) ____________________

____

38. Nous dînons tard ce soir; ne nous téléphone pas avant 10 h. (Je dîne)

____

39. Allô, Michel? Qu'est-ce que tu fais? On t'attend chez Luc. (vous faites) ____________________

____

40. Maman! Est-ce que je peux t'accompagner au magasin? (Maman! Papa!)

____

____

nom____________________

date____________________

classe____________________

SPEAKING TEST AFTER UNIT 12

Part I: Pronunciation

1. Brigitte revient bientôt.
2. Combien coûte cette chemise blanche?
3. Je voudrais une paire de chaussures.

4. J'aime bien cette robe.
5. Ta jupe est trop longue.
6. Je ne prête pas cette veste.
7. Vous désirez, Madame?
8. Tu n'as pas d'imperméable?
9. Il vient avec une Italienne.
10. Combien coûte cette écharpe verte?
11. Tu me prêtes dix francs?
12. Fais tes devoirs tout de suite.
13. Elle est amoureuse de son coiffeur.

Part II: Reading

Dialog II, pages 238-239

Part III: Patterned Response

In this part, I will be asking you a series of questions; for example, Nadine est prête? In each case, you are to answer oui, and say that the person is coming right away; for example, Oui, elle vient tout de suite. After each of your responses, you will hear the correct response. We will begin now.

14. Nadine est prête?
15. Anne et Jean-Pierre! Vous êtes prêts?
16. Les filles sont prêtes?

17. Luc est prêt?
18. Tu es prêt?

Part III: Patterned Response (Continued)

19. Alain et Michel! Vous êtes prêts?

20. Marianne est prête?

21. Les garçons sont prêts?

Part IV: Patterned Response

In this part, I will be telling you certain things about Monsieur Pascal; for example, *M. Pascal va vous téléphoner*. In each case, you are to respond by asking me if what I said is really so; for example, *Il va me téléphoner*? After each of your responses, you will hear the correct response. We will begin now.

22. M. Pascal va vous téléphoner.

23. Il vous écoute.

24. Il veut vous parler.

25. Il va vous écrire.

26. Il vous entend.

27. Il veut vous attendre.

28. Il vous regarde.

29. Il va vous accompagner.

Part V: Rejoinders

Pretend that you are a salesperson working in a clothing store. I am going to come into the store and ask you some questions. You are to answer each of my questions by saying anything that seems appropriate. Your answers should always be more than just *Oui* or *Non*. We will begin now.

30. Je voudrais un pantalon.

31. Vous n'avez pas autre chose?

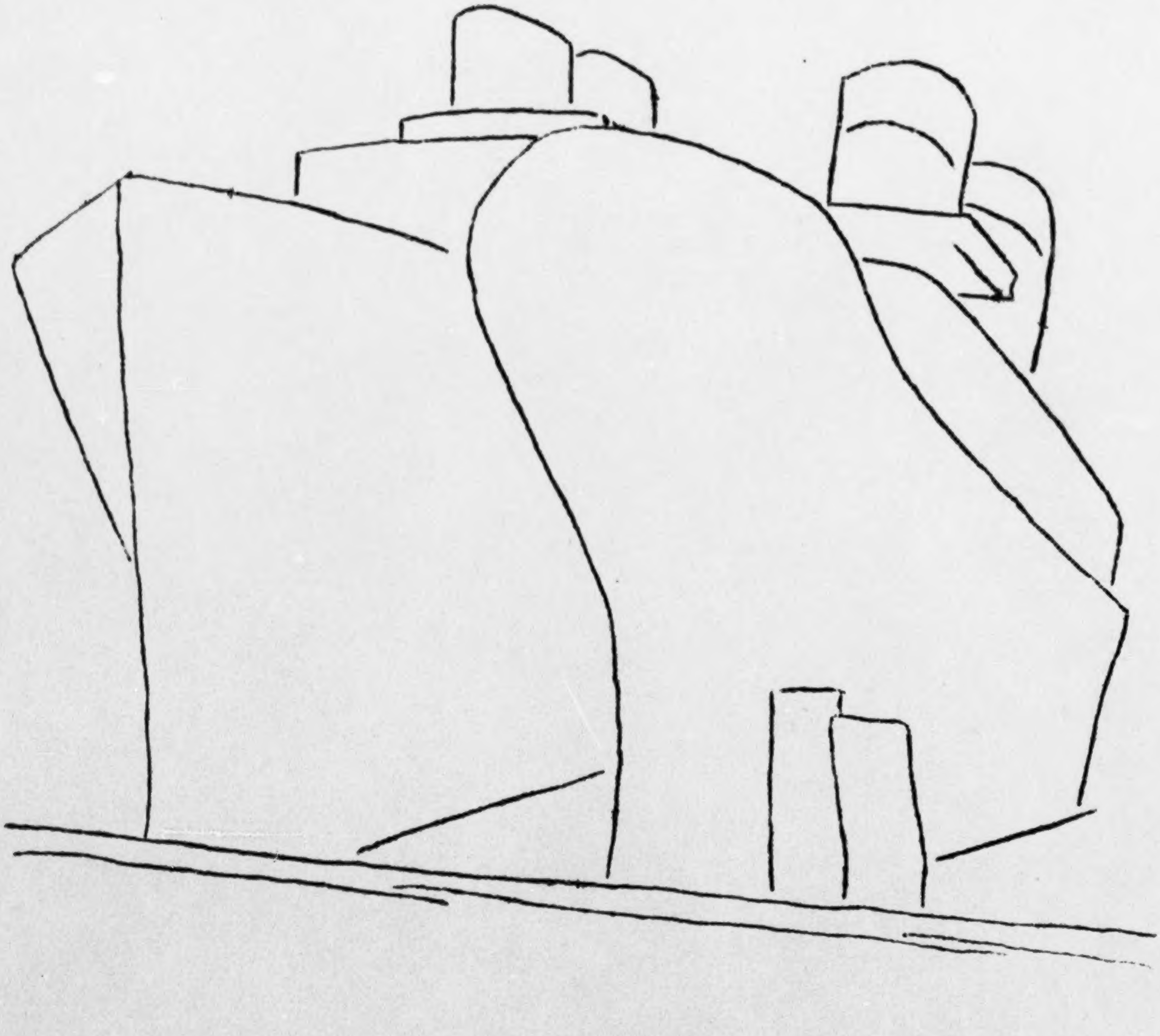
32. Combien coûte cette écharpe?

33. Elle vient d'Angleterre?

34. Vous trouvez que cette veste me va?

Part VI: Free Monolog

Pretend that you want your mother to buy you a raincoat that you tried on in a store in town. Tell her everything you can about the raincoat: where you saw it, the color, the price, where it comes from, how well it fits. Say as much as you can. You should try to say at least three sentences. Begin like this: Je viens de voir un imperméable formidable........



EINE EINLADUNG FÜR BERND

A-LM GERMAN - UNIT 7

NAME________________________________

69 71

UNIT 7

Basic Objectives

1. Basic Dialog
   - a. be able to give all lines of the basic dialog orally from memory and with correct pronunciation.
   - b. be able to write basic dialog from dictation with correct spelling and punctuation.
   - c. be able to use dialog material in question-answer situations and in conversational practice.
2. Vocabulary
   - a. learn all new vocabulary of the unit.
3. Supplement
   - a. be able to respond to oral and visual stimuli in a manner indicating comprehension of the supplementary material.
4. Reading
   - a. be able to read correctly and with understanding the dialogs and narrative in the recombination material.
5. Grammar
   - a. learn the verb „wissen" in the present tense.
   - b. learn first and second person pronouns in the accusative case and the relationship to corresponding nominative case pronouns.
   - c. learn the prepositions „durch", „fur", „gegen", „ohne", „um", which are always followed by the accusative case.
   - d. learn the accusative form „wen" which is used after the above prepositions.
6. Recombination Material
   - a. be able to answer questions after dialogs and narrative.
7. Creative Conversation
   - a. rewrite the Basic Dialog replacing all informal forms of address with formal forms of address.
   - b. be able to construct a dialog using recombination material variations.
   - c. be able to converse in a small group on teacher directed subjects.

A-LM German
Student Check List - Unit 7

Lehrer	Schüler		
	______	*1.	Listen to and practice Part I of the Basic Dialog and Part I of the Supplement (pages 111-112) on Tape #23 or Record #7.
	______	2.	In your notebook, copy Part I of the Basic Dialog three times.
	______	3.	Memorize Part I of the Basic Dialog.
	______	*4.	Listen to and practice Part II of the Basic Dialog and Part II of the Supplement (pages 111-112) on Tape #23 or Record #7.
______	______	5.	In your notebook, copy Part II of the Basic Dialog three times. Have a teacher check your notebook.
______	______	6.	Memorize Part II of the Basic Dialog and present the entire Dialog to a teacher.
______	______	*7.	Do Listening and Speaking Exercises #91, #92, and #93 on Tape #23. Write your responses for Exercise #91 in your Exercise Book (page 19).
	______	8.	Study Vocabulary Exercises #1 through #4 (page 113). Practice them with a partner. Be sure to memorize the Noun Genders on page 113.
______	______	*9.	Do Listening and Speaking Exercises #94 and #95 on Tape #24. Write your responses for Exercise #94 in your Exercise Book (page 19).
______	______	10.	Test on Dialog, Supplement, and Vocabulary. Study these sections in your book. You will be expected to write any of the sentences from dictation, to complete sentences, and to answer questions.
			The Verb „Wissen", Present Tense
	______	11.	Study the generalization on page 114.
	______	*12.	Practice Structure Drill #5 on Tape #24. Memorize all forms of the verb „wissen".

Lehrer	Schüler		First and Second Person Pronouns: Accusative Case
	______	13.	Read and study the presentation and generalization on pages 115-116.
	______	*14.	Practice Structure Drills #6 and #7 (pages 116-117) on Tape #24.
______	______	15.	In your notebook: a. Write Free Substitution Drill #9 (page 117). Make at least three substitutions for each underlined word. b. Write Writing Exercise #10 (page 117).
	______	16.	Study Free Response Drill #8. Be able to answer all the questions. Practice these with a friend.
	______	17.	Study Structure Drills #11 and #12 (pages 117-118).
______	______	18.	Do Exercises 1, 2, and 3 in your Exercise Book and hand them in (pages 69-70).
			The Prepositions: „durch", „für", „gegen", „ohne", „um".
	______	19.	Study the presentation and generalization on pages 118-119.
______	______	*20.	Do Listening and Speaking Exercises #96 and #97 and Structure Drill #13 on Tape #25. Write your responses for Exercise #96 in your Exercise Book (page 20).
______	______	21.	In your notebook: a. Write responses to Structure Drill #14 (page 119). b. Do Writing Exercise #17 (page 120).
	______	*22.	Practice Structure Drills #15, #16, and #21 on Tape #25.
______	______	23.	In your notebook: a. Write out Drill #18 (page 120). b. Do Free Substitution Drill #20 (page 121).

Lehrer	Schüler	
	_____	24. Study Drill #19 (pages 120-121). Practice this with a partner.
_____	_____	25. Do Exercise 4 in your Exercise Book (page 71). Keep this page until you finish Item 33.
_____	_____	*26. Do Listening and Speaking Exercises #98, #99, and #100 on Tape #26. Write your responses for Exercises #98 and #100 in your Exercise Book (pages 20-21).
		„Wen" after Prepositions
	_____	27. Study the generalization on page 121.
	_____	*28. Practice Structure Drill #22 and the additional Structure Drill on Tape #26.
_____	_____	29. In your notebook, do Writing Exercise #23 (page 122).
_____	_____	30. Practice Directed Drill #24 and Free Response Drill #25 (pages 122-123) with a friend, and be able to give the answers orally to a teacher.
_____	_____	31. Do Exercises 5 and 6 in your Exercise Book (page 72). Keep this page until you finish Item 33.
_____	_____	*32. Do Listening and Speaking Exercise #101 on Tape #26. Write your responses in your Exercise Book (page 21).
_____	_____	33. Test on the following: a. Accusative Case Pronouns b. Accusative Case after Prepositions c. Using Interrogative Pronouns „wen", „was", and „wer". Study pages 115-123, page 61, and Exercise 4 (page 71) in your Exercise Book.
		RECOMBINATION MATERIAL
	_____	*34. Listen to Recombination Material on Tape RM 7
	_____	35. Read and study the Dialogs and the Narrative (pages 124-125).

Lehrer	Schüler	
______	______	36. Have a teacher check your reading. Be able to answer dialog questions and do Dialog Variations orally with the teacher.
______	______	37. Do Exercises 7 and 8 in your Exercise Book (page 73).
______	______	38. In your notebook, write answers to the questions after the Narrative (page 125). Write your answers in complete sentences.
______	______	39. In your notebook, write the Dialog Rewrite (page 123), and the Dialog Variations (page 124).
______	______	40. Do Exercise #9 in your Exercise Book (page 74).
______	______	*41. Speaking Test, Unit 7
______	______	42. Pre-test, Unit 7
		CREATIVE CONVERSATION
______	______	43. Participate in a small group conversation. See a teacher for an appointment.
______	______	44. Final Test, Unit 7

A-LM German Level 1

VOCABULARY GUIDE

Unit 7

NOUNS

- die Alsterseen
- die Anlage
- der Bahnhof
- das Dorf
- die Ecke
- die Einladung
- das Gebäude
- der Hafen

NOUNS

- das Hafenviertel
- das Kaufhaus
- die Kirche
- der Platz
- das Schiff
- das Viertel
- der Wald
- die Wiese
- die Zeit

VERBS

- abholen
- anrufen
- bummeln
- fahren
- helfen
- mitkommen
- wecken
- wissen

OTHER WORDS

- ab
- albern
- an
- auch
- durch
- etwas
- euch
- frech
- freundlich
- früh
- gegen
- haben gegen

- Das geht
- etwas haben gegen
- kindisch
- mit-
- morgen abend
- morgen früh
- morgen mittag
- morgen nachmittag
- morgen vormittag
- nach Hamburg
- nachher
- natürlich

- nett
- ohne
- plötzlich
- Schade!
- spät
- um wieviel Uhr?
- um
- um welche Zeit?
- uns
- vorher
- um welche Zeit?
- um wieviel Uhr?

NOTE: Do you know the meanings of all these words? You should!

A-LM German - Unit 7 Item #6

BASIC DIALOG

Test for Memorization - Pronunciation - Intonation

Eine Einladung für Bernd

ROLF Wir fahren morgen früh nach Hamburg. Kommst du mit?

BERND Natürlich! Um welche Zeit fahrt ihr?

ROLF Sehr früh. Gegen sechs.

BERND Holt ihr mich ab?

ROLF Klar! Ich rufe dich vorher an und wecke dich.

BERND Weisst du, was wir dort machen? Wir bummeln durchs Hafenviertel.

ROLF Das geht nur ohne Inge.

BERND Kommt sie auch wieder mit? Schade!

ROLF Hast du plötzlich etwas gegen sie?

BERND Nein, Sie ist nur immer so kindisch.

Eine Einladung für Bernd

ROLF Wir fahren morgen früh nach Hamburg. Kommst du mit?

BERND Natürlich! Um welche Zeit fahrt ihr?

ROLF Sehr früh. Gegen sechs.

BERND Holt ihr mich ab?

ROLF Klar! Ich rufe dich vorher an und wecke dich.

BERND Weisst du, was wir dort machen? Wir bummeln durchs Hafenviertel.

ROLF Das geht nur ohne Inge.

BERND Kommt sie auch wieder mit? Schade!

ROLF Hast du plötzlich etwas gegen sie?

BERND Nein. Sie ist nur immer so kindisch.

Name ____

Klasse ____

Note ____

Datum __/__/__

A-LM German
Unit 7

Item #10

Name ____________

Klasse ____________

Note ____________

Datum ____ / ____ / ____

Test on Dialog, Supplement, and Vocabulary

Part I. Dictation (37 points) You will hear each sentence two times.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

Part II. (24 points) You will now see eight posters. For each poster you will hear two statements. Choose the statement which best describes what you see.

________ 5.

________ 6.

________ 7.

________ 8.

________ 9.

________ 10.

________ 11.

________ 12.

Part III. (24 points) You will hear a series of incomplete sentences. For each of these you will hear a choice of three completions. Place the letter of the word that best completes the sentence in the blank provided.

________ 13.

________ 14.

________ 15.

________ 16.

________ 17.

________ 18.

________ 19.

________ 20.

A-LM German - Unit 7 Item #33

Test - Accusative Case and Interrogative Pronouns

Name ____________

Klasse ____________

Note ____________

Datum ____________

Part I. Directions: In the blank at the left, write the accusative pronoun form of the noun or pronoun in parentheses.

EXAMPLE: mich Besuchst du (ich)?

1. ____________ Brauchen Sie (wir)?
2. ____________ Ich rufe (die Freundin) an.
3. ____________ Wir brauchen (ihr) heute.
4. ____________ Ich kenne (Bernd) nicht.
5. ____________ Hast du (das Dorf) gern?
6. ____________ Meine Freundin versteht (ich) nicht.
7. ____________ Sie weckt (Sie) um sieben Uhr.
8. ____________ Hört er (du)?
9. ____________ Sehen Sie (Walter und Fritz)?
10. ____________ Ursel besucht (den Wald) nachher.

Part II. Directions: In the blank at the left, write the appropriate form of the determiner given in parentheses.

EXAMPLE: seine (sein) Die Einladung ist für _____ Freundin.

1. ____________ (dieser) Rolf geht um _____ Ecke.
2. ____________ (mein) Das Rad ist für _____ Geburtstag.
3. ____________ (welcher) Durch ____ Dorf kommen wir?
4. ____________ (der) Er hat nichts gegen _____ Kusine.
5. ____________ (unser) Was tun wir ohne _____ Onkel?
6. ____________ (ein) Er kommt ohne _____ Matheprüfung.
7. ____________ (sein) Fritz hat nichts gegen _____ Deutschbuch.
8. ____________ (der) Alle bummeln durch _____ Wiese.
9. ____________ (welcher) Für _____ Lehrer ist das Heft?
10. ____________ (der) Mein Freund geht wieder um _____ Park.

Test - Accusative Case and Interrogative Pronouns

Part III. Directions: In the blank at the left, write the correct interrogative pronoun which would be used in asking a question in relation to the underlined words.

EXAMPLE: wen Er hat nichts gegen mich.

1. ______________ Diese Einladung ist für Herrn Müller.
2. ______________ Er besucht seine Mutter.
3. ______________ Morgen kommt das Kleid.
4. ______________ Sie kennt Achim durch seinen Vater.
5. ______________ Rolf kommt um sieben.

A-LM German - Unit 7

Item 33
(Retest)

Test - Accusative Case and Interrogative Pronouns

Part I. Directions: In the blank at the left, write the accusative pronoun form of the noun or pronoun in parentheses.

EXAMPLE: mich Besuchst du (ich)?

1. ____________ Wann bringen Sie (Marie und Walter)?
2. ____________ Wir rufen (den Arzt) an.
3. ____________ Ich kenne (Ursel) nicht.
4. ____________ Sie fahren ohne (Sie).
5. ____________ Ich rufe (du) nachher an.
6. ____________ Heinz sucht (ihr).
7. ____________ Holt ihr (er) ab?
8. ____________ Brauchen Sie (sie - plural)?
9. ____________ Weckst du (ich) um acht?
10. ____________ Er versteht (wir) nicht.

Part II. Directions: In the blank at the left, write the appropriate form of the determiner given in parentheses.

EXAMPLE: seine (sein) Die Einladung ist für ____ Freundin.

1. ____________ (mein) Ich gehe ohne ____ Bruder nach Hause.
2. ____________ (ein) Die Illustrierte ist für ____ Tante.
3. ____________ (welcher) Durch ____ Anlage kommen wir?
4. ____________ (der) Der Vetter geht um ____ Gebäude.
5. ____________ (der) Die Lehrerin ist immer gegen ____ Geschichte.
6. ____________ (unser) Sie bummeln durch ____ Wald.
7. ____________ (dieser) Wir fahren jetzt um ____ Bahnhof.
8. ____________ (euer) Das Geschenk ist für ____ Grossmutter.
9. ____________ (ihr) Sie kommt ohne ____ Jacke.
10. ____________ (der) Hast du etwas gegen ____ Hemd?

Name ____________

Klasse ____________

Note ____________

Datum ____________

80 82

Test - Accusative Case and Interrogative Pronouns (Cont.)

Part III. Directions: In the blank at the left, write the correct interrogative pronoun which would be used in asking a question in relation to the underlined words.

EXAMPLE: wen Er hats nichts gegen mich.

1. ____________ Er kommt ohne Inge.
2. ____________ Herr Schmitt spielt Tennis.
3. ____________ Das Paket ist von Renate.
4. ____________ Ich besuche meine Freundin.
5. ____________ Ich kenne ihn durch meinen Vater.

A-LM German
Unit 7

Unit 7 - Item 41

Name____________

Klasse____________

Note________

Datum___/___/___

SPEAKING TEST AFTER UNIT 7

Maximum Score:
50 points

Part I: Pronunciation (10 points)

Subtract ½ point for each mispronounced sound.

4. [a·] [a:]
5. [ɔ] [ɔ]
6. [sh] [sh]
7. [x] [x]
8. [a] [a]
9. [ü:] [ü:]
10. [R] [R]
11. [ts] [ts]
12. [R] [R]
13. [ç] [ç]

Score ______

Part II: Reading (10 points)

Score overall pronunciation, intonation, expression, and fluency on scale of 0-5 points.

0	1	2	3	4	5

Multiply by 2.

Score ______

Part III: Patterned Response (10 points)

17. 0 1 2
18. 0 1 2
19. 0 1 2
20. 0 1 2
21. 0 1 2

Score ______

Part IV: Item Substitution (10 points)

25. 0 1 2
26. 0 1 2
27. 0 1 2
28. 0 1 2
29. 0 1 2

Score ______

Part V: Free Continuation (10 points)

30. 0 1 2
31. 0 1 2
32. 0 1 2
33. 0 1 2
34. 0 1 2

Score ______

Total Score ☐

A-LM German
Unit 7

Unit 7 - Item 42
Pre-test

Name ____________

Klasse ____________

Note ____________

Datum ____ / ____ / ____

Part I. Listening (10 points) You will hear ten sentences. For each one, you are to determine whether the speaker is talking to one close friend, two close friends, or an older person with whom he uses the formal form of address.

EXAMPLE: You hear: Ich rufe dich Nachher an. You place your check mark in the column labeled One Friend, because the word dich is a familiar singular form, used in speaking to one friend.

	One Friend	Two Friends	Older Person		One Friend	Two Friends	Older Person
1.	______	______	______	6.	______	______	______
2.	______	______	______	7.	______	______	______
3.	______	______	______	8.	______	______	______
4.	______	______	______	9.	______	______	______
5.	______	______	______	10.	______	______	______

Score__________

Part II. Reading / Writing (20 points). Complete each of the following sentences by filling in the blank with the appropriate form of the determiner given in parenthesis.

EXAMPLE: (ein) Wir kennen Otto durch einen Schulfreund.

11. (sein) Das Buch ist für ______________ Lehrerin.
12. (mein) Hat er etwas gegen ______________ Kusine?
13. (dieser) Ich fahre ohne ______________ Freund nach Hause.
14. (unser) Er geht durch ______________ Zimmer.
15. (welcher) Für ______________ Tante ist das Geschenk?
16. (ein) Rolf kommt durch ______________ Park.
17. (welcher) Um ______________ Ecke kommt Fritz?
18. (euer) Wolfgang kommt ohne ______________ Buch.
19. (dein) Ich habe nichts für ______________ Husten.
20. (ihr) Gegen ______________ Bruder hat er nichts.

Score__________

Part III. Reading/Writing (20 points) Write a negative answer to each of the following questions. The direct object pronoun in each of your answers will vary (singular or plural, familiar or formal) according to which pronouns are used in the question.

EXAMPLE: Rufst du mich? Nein, ich rufe dich nicht.

21. Kennen Sie uns? ________________________

22. Holst du mich? ________________________

23. Suchen Sie mich? ________________________

24. Brauchst du uns? ________________________

25. Rufen Sie mich? ________________________

Score__________

Part IV. Reading/Writing (10 points) Complete each of the following sentences by filling in the blank with either wer, wen, or was.

EXAMPLE: __Wer__ hat mein Deutschbuch?

26. Für ________ ist das Buch?

27. ________ suchst du in der Küche?

28. Gegen ________ hast du etwas?

29. ________ holt ihn ab?

30. ________ tun Sie gern?

Score__________

Deutsch, Creative Conversation Unit_____ Item_____

I. Understanding

II. Pronunciation

III. Vocabulary--Fluency

IV. Quickness of Response

V. Ability to continue ideas.

Name__________ Klasse__________ Note______ Datum____/____/____

Unit 7 - Final Unit Test

Name

Klasse

Note

Datum

Part I Listening (10 points). You will hear ten statements. Each one is addressed to either one friend, two friends, or a stranger. Listen to each statement and place a check mark in the appropriate column.

EXAMPLE You hear: Weckt ihr mich um sieben? You place your check mark in the column labeled Two Friends, because the form of address in the statement indicates that the statement is being made to two people with whom the speaker is on familiar terms.

	One Friend	Two Friends	Stranger		One Friend	Two Friends	Stranger
1.	_____	_____	_____	6.	_____	_____	_____
2.	_____	_____	_____	7.	_____	_____	_____
3.	_____	_____	_____	8.	_____	_____	_____
4.	_____	_____	_____	9.	_____	_____	_____
5.	_____	_____	_____	10.	_____	_____	_____

Score ____________

Part II. Listening / Reading (20 points). You will hear ten incomplete statements. For each of these, you have on your paper a choice of three completions -- A, B, and C, Listen to each statement, then circle the letter in front of the most appropriate completion.

EXAMPLE You hear: Dieses Hemd ist ein Geschenk für meinen Vater, und diese Bluse ist ______________.

You see: A für meinen Bruder B für meine Mutter
C ohne meine Mutter

You circle the letter B, because completion B is the most appropriate one.

11. A keine Zeitung
    B keine Einladung
    C keine Zeit

12. A dich
    B du
    C wir

13. A die Anlage?
    B der Hafen?
    C der Bahnhof?

14. A spät
    B jetzt
    C vorher

15. A im Hof
    B um die Ecke
    C gegen fünf

16. A gegen Dieter
    B gegen euch
    C gegen mich

17. A die Aussenalster
    B keine Stadt
    C eine Stadt

18. A im Katalog
    B fürs Kleid
    C sehr schick

19. A weiss
    B kenne
    C wissen

20. A alt
    B sowieso
    C frech

Score ____________

Part III Dictation (10 points). In this section you will write a short paragraph from dictation. First, you will hear the entire paragraph. Do not write, just listen. Then it will be read to you again, with each sentence broken into smaller parts, andyou will be given time to write what you hear. After you have written the whole paragraph in this manner, it will be read to you again. Score ________

____

____

____

____

____

____

Part IV. Reading / Writing (20 points). Complete each of the following sentences by filling in the blank with the appropriate form of the determiner given in parentheses.

EX. (ein) Wir kennen Otto durch _einen___ Schulfreund.

21. (euer) Ist dieses Geschenk für _______ Tante oder _____ Onkel?

22. (dieser) Warum bummeln wir nicht durch________ Dorf?

23. (dein) Was hat Kurt gegen ______ Kusine und ______ Vetter?

24. (ihr) Helga kommt ohne _________ Schwester.

25. (unser) Wir kaufen etwas für __________ Zimmer.

26. (ein) Wir fahren bald durch ___________ Wald.

27. (dieser) Haben Sie etwas gegen ____________ Kaufhaus?

28. (welcher) Durch ____________ Anlage bummeln wir nachher?

Score ________

Part V. Reading / Writing (20 points) Write a negative answer to each of the following questions. The direct object pronoun in each of your answers will vary (singular or plural, familiar or formal) according to which pronouns are used in the question.

EX. Rufst du mich? Nein, ich rufe dich nicht.________________

29. Wecken Sie mich? ______________________________

30. Verstehst du uns? ______________________________

Score __________

31. Hörst du mich? ______________________________

32. Besuchen Sie mich? ______________________________

33. Suchst du mich? ______________________________

Part VI Reading/Writing (20 points). Complete each of the following sentences by filling in the blank with either wer, wen, or was.

EX. __Wer__ hat mein Deutschbuch?

34. Durch __________ kennst du Otto?

35. __________ kaufst du hier?

36. Ich weiss, __________ er tut.

37. __________ besucht ihr morgen?

38. __________ macht das für euch?

39. Für __________ ist der Brief?

40. __________ rufen Sie an?

41. __________ trinken Sie gern?

42. __________ weiss, wer kommt?

43. __________ lernst du in der Schule?

Score __________

I. Lehrer Column Grading.

A. The following items require a grade in the left-hand column: 6, 10, 18, 25, 31, 33, 37, 41, 42, 43, 44. All other items require only your initials.

B. Grading of Memorization. Item 6. Basic Dialog.

The student must be able to take the parts of Rolf and Bernd. When reciting, the student takes one role, the teacher, the other role. Then the roles are to be exchanged.

1. Seriously mispronounced words must be corrected before the item can be completed.
2. Count minor mistakes in German sounds and intonations. Make a record of the student performance on the dialog copy.

Mistakes	Grade
0-3	A
4-6	B
7-10	C
11-15	D
16-	F

C. Item 10. Test on Dialog, Supplement and Vocabulary.

Part I. Dictation: Basic Dialog lines 1, 2, 5, and 9. Read each line twice.

Part II. You will need the supplement posters for this section. As the student sees the poster read the two statements (one time). The student is to choose the correct description (a or b).

(a) 5. (7-1) a. Wir bummeln durch den Bahnhof.
b. Wir bemmeln durch das Dorf.

(b) 6. (7-2) a. Das ist eine Wiese.
b. Das ist ein Wald.

(b) 7. (7-3) a. Wir fahren um den Hafen.
b. Wir bummeln durch die Anlage.

(a) 8. (7-5) a. Hier ist ein Dorf.
b. Hier ist eine grosse Stadt.

(b) 9. (7-6) a. Wir bummeln durch den Bahnhof.
b. Wir bummeln durch den Hafen.

(b) 10. (7-12) a. Wir gehen um den Platz.
b. Wir gehen um das Kaufhaus.

(a) 11. (7-10) a. Das Fräulein geht um die Ecke.
b. Das Fräulein geht um das Kaufhaus.

(b) 12. (7-7) a. Wir sehen hier ein Hafenviertel.
b. Wir sehen hier einen Platz.

Part III. Read the following completion items twice.

(b) 13. Ich habe deine Schwester nicht gern. Sie ist zu _____.
a. eng b. kindisch c. früh

(a) 14. Ich rufe deine Schwester nicht an. Es ist zu _____.
a. spät b. bestimmt c. schlecht

(a) 15. Inge geht in den Park. Ich weiss, dass sie gern durch die Anlage _____. a. bummelt b. besucht c. passt

(c) 16. Ich gehe ohne deinen Bruder. Er ist zu _____.
a. gut b. nett c. albern

(a) 17. Ich wecke deinen Bruder noch nicht. Es ist zu _____.
a. früh b. spät c. müde

(a) 18. Ich glaube, dein Bruder kommt um vier. Ich rufe dich _____.
a. vorher b. frech c. immer

(b) 19. Wir fahren morgen früh; wir fahren morgen _____.
a. abend b. vormittag c. nachmittag

(a) 20. Ich habe nichts gegen Sie. Sie sind immer _____.
a. freundlich b. albern c. frech

Item 42. Pre-test Key.

Part I. (On tape).

	One Friend	Two Friends	Older Person
1.	X		
2.			X
3.		X	
4.		X	
5.			X
6.	X		
7.			X
8.		X	
9.			X
10.	X		

11. seine
12. meine
13. diesen
14. unser
15. welche
16. einen
17. welche
18. euer
19. deinen
20. ihren

21. Nein, ich kenne Sie nicht.
22. Nein, ich hole dich nicht.
23. Nein, ich suche Sie nicht.
24. Nein, ich brauche euch nicht.
25. Nein, ich rufe Sie nicht
26. wen
27. was/wen
28. wen
29. wer
30. was

D. Grading for Tests.

1. Item 10. Test on Dialog, Supplement and Vocabulary. Part I has 37 points. In parts II and III each item is worth three points. (85 total) Count the total points wrong and grade as follows:

Mistakes	Grade
0-6	A
7-12	B
13-20	C
21-25	D
26-	F

2. Item 33. Test, Accusative Case and Interrogative Pronouns. This test has 25 points.

Mistakes	Grade	RETEST	
0-1	A	0-6	C
2-3	B	7	D
4-6	C	8-	F
7-8	D		
9-	F		

3. Item 41. Speaking test. Be sure to use tape test, (Teachers' Manual V, VI, VII, 81-82). This test has 50 points.

Mistakes	Grade
0-3	A
4-7	B
8-12	C
13-17	D
18-	F

4. Item 42. Pre-test Curve. This test has 60 points.

Mistakes	Grade
0-4	A
5-8	B
9-15	C
16-20	D
21-	F

5. Item 44. Unit test Curve.

Points	Grade	Points	Grade
100-93	A	74-66	D
92-86	B	65-	F
85-75	C		

E. Grade Scale for Exercise Book: Any C, D, And F item must be corrected before the teacher enters the grade on the Student Check List.

Item	Exercise Numbers	pts.	Grading	
18	1, 2, 3	31	0-1	A
			2	B
			3-4	C
			5	D
			6-	F
25	4	12	0	A
			1	B
			2	C
			3	D
			4	F
31	5, 6	9	Same as Above	
37	7, 8	15	Same as Above	

II. CREATIVE CONVERSATION GUIDE

A. Time (the hour only - Es ist zwei Uhr.)
(morgen vormittag usw.)

B. "Wissen" and "Kennen".

C. Supplement posters.

D. Bilder - Seiten 110, 123.

E. Free Response Drills #8, page 117; #14, page 119; and #25, page 123.

1. Fritz putzt das Rad
2. Ich habe deine Schwester gern.
3. Ich rufe deine Schwester nicht an.
4. Inge geht in den Park.
5. Ich gehe nur ohne deinen Bruder.
6. Ich wecke deinen Bruder noch nicht.
7. Schade, Peter kommt heute nicht.
8. Schade, daß Peter nie gewinnt.
9. Suchen Sie die Garage?
10. Ich rufe deine Großmutter nachher an.
11. Wissen Sie, wo der Bahnhof ist?
12. Warum trinkst du deinen Saft nicht?
13. Aber Ursel! Frankfurt ist kein Dorf. Frankfurt ist gross und modern.
14. Was machst du morgen nachmittag?
15. Was sehen wir in Hamburg?

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Hojas de ejercicios:

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6.	Practica de tiempos	No. 18#	24-25
7.	Long Form Possessive	No. 23	10
8.	Pronombres	No. 26	12
9.	Direct and Indirect Object Pronouns	No. 31#	30-31
10.	Ir verbs with Changes in the Stem	No. 34	13
11.	Ir verbs with Changes in the Stem	No. 36#	33
12.	Pronunciación	No. 37	14
13.	Conversation Stimulus	No. 39	15
14.	Sentence Construction	No. 39	16
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Teacher Guides (in yellow)

Check List Item Nos.:

2, 5, 9, 14, 16, and 18	17
8	18
25, 29, 31, 36, 39, 43, 44, and 45.	19
37 and 42	34
47.	36

Tests:

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Student Check List
Unit No. 17
Check List Page No. 1
Unit Title La Vida Cotidiana

Unit Page No. 1

Profesor ✓ Trabajo Para El Alumno

Las frases básicas

1. Escuche y practique oralmente todas las frases básicas páginas 103 y 104.
2. Vea a su profesor. Tiene que leer con buena pronunciación (viendo el libro) todas las frases básicas.
3. Complete la hoja de ejercicios no. 1.
4. Examen sobre las frases básicas:
   Nota especial: ¡Atención!
   Throughout this unit (and following units) those checklist items which are marked with the symbol # are to be compled only by those students not getting at least a "C" on the test in the preceeding check list item. These items must be checked and marked O.K. by the teacher before a second attempt at the test. Those students getting "C" or better on the test may skip those items.
5. #Escuche y practique más (por disco o cinta) las frases básicas y luego complete hoja de ejercicios no. 2 que no está en estas hojas. Su profesor la tiene.

El texto básico: "La vida cotidiana"

6. Lea el texto básico, páginas 104-105.
7. Estudie las 31 preguntas que acompañan el Texto Básico, páginas 106. ¿Puede ud. contestarlas mirando el Texto Básico?
8. Examen sobre el Texto Básico:
   Tendrá que:
   a. Leer en voz alta algunas de las líneas con buena pronunciacion y entonación.
   b. Contestar oralmente ocho de las 31 preguntas de la página 106 (empleando su libro).
9. #Escriba respuestas completas para los números pares (the even numbers) del dos al treinta de las preguntas en la página 106.

¿Imperfecto o pretérito?

10. Very carefully read, study, and think about the following items:
    a. the top half of page 62.
    b. notes 4 and 5, page 68
    c. notes 1-5, pages 108-109
    d. Generalizations, pages 112-114.
11. Mirando la hoja de práctica no. 3, escuche cuidadveamente la cinta especial sobre la pregunta ¿imperfecto o pretérito?
12. Escuche y practique Patrones 1 a 7, páginas 107 a 110.

¡Esto es importantísimo!

13. Complete las hojas de ejercicios nos. 4 y 5.
14. Escriba Meaning Drill, página 109 de su libro y luego tráigaselo a su profesor para una discusión.

Student Check List
Unit No. 17
Check List Page No. 2
Unit Title La Vida Cotidiana

Unit Page No. 2

Profesor ✓ Trabajo Para El Alumno

15. Estudie los nos. 1 y 2 de "Free Expansion," páginas 110-111 y luego escriba nos. 3, 5, 7, 9, y 11. Discuta este trabajo con su profesor.

16. Empleando los siguientes verbos en el órden indicado, escriba "Writing Drill," página 112. Su profesor tiene que ver y O.K. este ejercicio.

Verbos

1. ser
2. tener
3. ser
4. separar
5. tener
6. haber
7. pintarse
8. peinarse
9. estar
10. romper
11. ver
12. empezar
13. decir

17. Examen: ¿Imperfecto o Pretérito?

18. #A. Escuche otra vez todos los patrones, páginas 107-110.
    B. Complete la hoja de ejercicios no. 6 (no está aquí, pídasela a su profesor).
    C. Escriba nos. 4, 6, 8, y 10 de "Free Expansion," páginas 110-111.

Palabras posevivas: formas largas

19. Repaso (review):
Before beginning the study of this topic it would be a muy buena idea to go back and review another kind of possessive you have already studied. To do this:
    A. Check out a copy of A-LM Level I and read again the Generalizations on page 90.
    B. Practice the Structure Drills on pages 84-86 of this book.

20. Lea y estudie "Generalizaciones" en la página 118.

21. Escuche y practique los Patrones 8 a 17, páginas 114 a 117.

22. Si tiene preguntas o dudas sobre el uso de las formas largas de las palabras posesivas, vea a su profesor. Sus profesores siempre están listos para contestar sus preguntas.

23. Escriba hoja de ejercicios no. 7

24. Examen - palabras posesivas, formas largas.

25. #A. Escuche y practique más Patrones 8 a 17, páginas 114 a 117.
    B. Vea a su profesor para una explicación más detallada de este asunto.

La posición de pronombres de objeto, directo e indirecto

26. Para repasar (review) las palabras con que va a trabajar, complete la hoja de ejercicios no. 18.

27. Lea y estudie las Generalizaciones, páginas 121 y 122.

28. Escuche y practique los Patrones 18 a 22, páginas 119-120.

29. Escriba "Writing Drill," página 121 y tráigasela a su profesor para una discusión.

Student Check List
Unit No. 17
Check List Page No. 3
Unit Title La Vida Cotidana

Unit Page No. 3

Profesor | ✓ | Trabajo Para El Alumno

30. Examen: la posición de pronombres de objecto.
31. #Escriba la hoja de ejercicios, número 9. (no están en este librito).

-Ir verbos con cambio de la raíz, tiempo pretérito

32. Lea las Generalizaciones, página 124.
33. Escuche y practique los Patrones nos. 23 - 28, páginas 122 - 124.
34. Escriba la hoja de ejercicios no. 10.
35. Examen sobre estos verbos.
36. #Complete la hoja de ejercicios no. 11 y désela a su profesor. (no esta en este librito).

Pronunciación

37. Mirando la hoja de ejercicios no. 12, escuche la cinta de pronunciación de la Unidad 17. Después de completar la hoja de ejercicios, tráigasela a su profesor.

Repaso final de la Unidad 17

You will find two groups of review items listed below (Grupo A para todas y Grupo B para algunos). Everyone must do all items in Grupo A, and if further practice is desired, any or all of the items from Grupo B. Those students not scoring at least "C" on the first try on the final exam will be assigned all of the items from Grupo B which must be completed and O.K.'d by the teacher before a second try at the final exam.

These two groups of review items are not the only things in Unit 17 that can and should be reviewed. You should determine what else you might review to help prepare yourself for the final exam.

Grupo A: para todos

38. Escuche y practique los Patrones 29 y 30, página 125.
39. Escriba las hojas de ejercicios nos. 13 y 14. (These two worksheets must be O.K.'d by your teacher)
40. Lea "La Vida Cotidiana", páginas 128 a 131. (There is a tape which contains all of this Reading Selection which you may listen to. Ask your teacher for it and follow in your book as you listen to it).
41. Mire las tres grupos de preguntas (páginas 129, 130, 131) y refiriéndose a la lectura, trate de contestarlas oralmente.
42. Examen sobre "La Vida Cotidiana." ¿Verdadero o falsa?

Grupo B

43. #Complete la hoja de ejercicios no. 15. (no está en este librito).
44. #Escriba respuestas completas para los tres grupos de preguntas, páginas 129, 130, 131.

Student Check List
Unit No. 17
Check List Page 4
Unit Title La Vida Cotidiana

Unit Page No. 4

Profesor	✓	Trabajo Para El Alumno
		45. #Mirando la página 127 de su libro de español, escriba "Sequential Translation."
		46. Final check-up on Unit 17.
		47. Examen Final sobre la Unidad 17

Unit 17
Check List Item No. 3
Worksheet No. 1
Basic Sentences

I. You have to identify the following words with their corresponding definitions.

sueño
frazada
pálida
armarro
cabeza
biombo
luz
débil
espejo
taza
sábanas
pieza
hambre
jabón
labios
quehaceres cotidianos
toalla
cara
tetera
cama

1. ____________ La prendo de noche, cuando todo está oscuro.

2. ____________ Cuando no como tengo mucha ____________.

3. ____________ Se usa para lavar ropa también.

4. ____________ Todos mis pensamientos, mis ideas y mis sueños los guardo allí.

5. ____________ Son blancas y hay 2 en cada cama.

6. ____________ Sinónimo de habitación.

7. ____________ Me miro en él y me veo reflejado y entonces digo: ¡Qué feo soy!

8. ____________ Tengo dos y son rojos, están cerca de la nariz.

9. ____________ Miguel se seca las manos y la cara con una cosa blanca ¿qué es?

10. ____________ El opuesto de "fuerte".

11. ____________ Su cara no tiene colores, está ____________.

12. ____________ Cuando tengo mucho ____________ me voy a domir.

13. ____________ La uso todas las noches para dormir.

14. ____________ Se usa para preparar té.

15. ____________ Yo no tengo en mi casa, pero Susana sí tiene uno, y lo usa para dividir la pieza en dos.

16. ____________ Todos los días tengo que cocinar, lavar y planchar, esos son mis ____________.

17. ____________ La uso para tomar té o café.

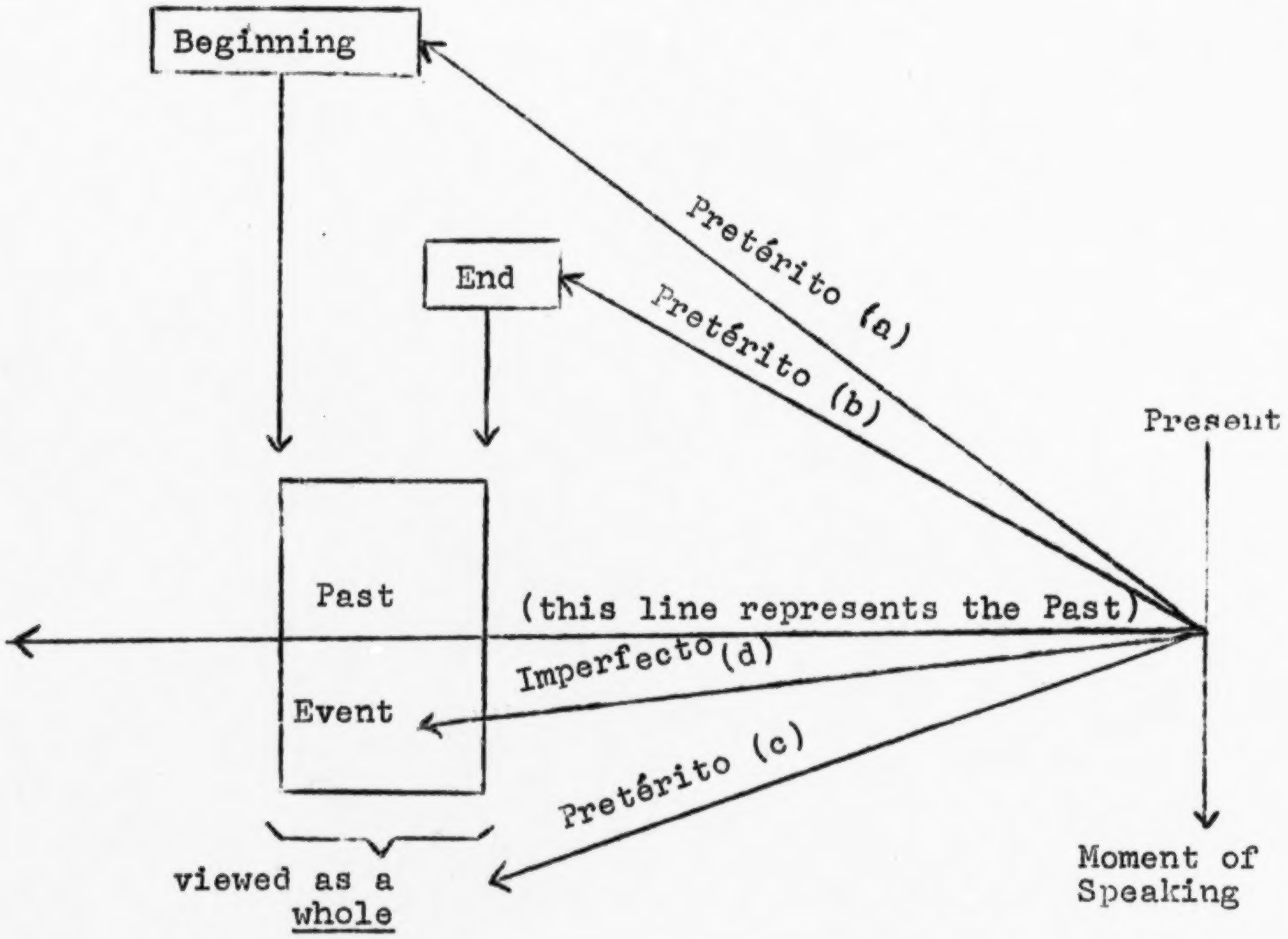
18. ____________ Es grande, pesada y me gusta mucho en el invierno, cuando hace frío.

19. ____________ Allí tengo los ojos, la nariz, la boca y los labios.

20. ____________ Hay uno en la cocina, para las tazas, las copas y los platos.

Unidad 17
Hoja de ejrcicios no. 3
¿Pretérito o Imperfecto?
Check List Item No. 10

Item 1


Beginning
End
Pretérito (a)
Pretérito (b)
Present
Past
(this line represents the Past)
Imperfecto (d)
Event
Pretérito (c)
Moment of Speaking
viewed as a whole

Item 2 Ejemplos:

a) The beginning of the past event: Juana prendió la luz de la pieza.
b) The end of the past event: Echó a un lado la frazada.
c) Viewing the past event as a whole or a unit: Se miró el espejo.
d) Going into the middle of the past event: Sacudía a Carlos para despertarlo.

Unidad 17 Unit Page No. 7
Check List Item No. 13
Worksheet No. 4
Imperfect Tense

I. Instead of the underlined verb in the correct form of the imperfec Tense.

1. Juan leía un libro.

______________________________(comprar)

______________________________(escribir)

______________________________(estudiar)

______________________________(romper)

2. En el verano jugaban afuera.

______________________________(salir)

______________________________(pasear)

______________________________(trabajo)

______________________________(cerrar)

3. Vivíamos en México.

______________________________(pintar)

______________________________(cocinar)

______________________________(comer)

______________________________(dormir)

4. Querías salir.

______________________________(preferir)

Te____________________________(gustar)

5. Ella vendía pan.

______________________________(desmigajar

______________________________(comprar)

______________________________(quemar)

______________________________(comer)

6. El niño se escapaba.

______________________________(reirse)

______________________________(vestirse)

II. Change the following sentences from the Imperfect progressive to the Imperfect tense.

1. María estaba hirviendo el agua cuando salí.

Unit 17
Check List Item No. 13
Worksheet No. 4
Imperfect Tense

Unit Page No. 8

2. Cuando llegamos, estaba llorando.

3. Los perros estaban ladrando.

4. Josesito se estaba escapando.

5. La leche se estaba subiendo cuando llamaste por teléfono.

6. Pedro y yo estábamos paseando por la plaza cuando nos enteramos del accidente.

Unit 17
Check List Item No. 13
Worksheet No. 5
Imperfect Tense

Unit Page No. 9

I. In which tense are these verbs used? Ejemplo: José me dijo que
A
venías.
I

A - Present
I - Imperfect
P - Preterit
IP - Imperfect Progressive

1. Tal vez se fue justo cuando entrabas.

2. Cuando Juan se despertó, eran los ocho.

3. ¿No te fijaste qué comían?

4. Vio la casa donde estábamos viviendo.

5. Siempre estaba lista para salir.

6. Estaba nevando cuando salíamos.

7. Llovió mientras estudiábamos la lección.

II. Use the following verbs in the Imperfect tense in complete sentenc
of your own.

dormir
regatear
hervir
saber
vestir
abrir

Unit 17 Unit Page No. 10
Check List Item No. 23
Worksheet No. 7
Long form possessive

	SINGULAR	PLURAL
mine	el mío la mía	los míos las mías
yours (fam.)	el tuyo la tuya	los tuyos las tuyas
his, hers, yours, theirs	el suyo la suya	los suyos las suyas
ours	el nuestro la nuestra	los nuestros las nuestras
yours (fam. pl.)	el vuestro la vuestra	los vuestros las vuestras

EXERCISES

A. Underline the correct form of the possessive pronoun.

1. Su país es más grande que (el mío, la mía, los míos, las mías).
2. Mi automóvil es viejo. (El suyo, La suya, Los suyos, Las suyas) es nuevo.
3. Su escuela es más pequeña que (el nuestro, la nuestra, los nuestros. las nuestras).
4. Nuestros cuartos son más claros que (el suyo, la suya, los suyos, las suyas).
5. Estos libros son (mío, mía, míos, mías).
6. Nuestra casa es tan bonita como (el de Vd., la de Vd., los de Vd., las de Vd.)
7. Mi familia es más pobre que (el suyo, la suya, los suyos, las suyas)
8. Juan es un vecino (nuestro, nuestra, nuestros, nuestras).
9. Mi reloj es más caro que (el tuyo, la tuya, los tuyos, las tuyas)
10. Compre Vd. sus billetes y yo compraré (el mío, la mía, los míos, las mías).

B. Replace the italicized noun with a possessive pronoun.
Example: Tengo mi pluma. Tengo la mía.

1. Hay muchas rosas en mi jardín.
Hay muchas rosas en________________________.

2. Su criada es trabajardora.
____es trabajadora.

3. ¿Dónde están sus libros?
¿Dónde están____?

4. Nuestro perro es bonito.
____es bonito.

5. No tengo tu corbata.
No tengo_____________________________________.

6. Nuestros profesores son jóvenes.
____son jóvenes.

7. ¿Tiene Vd. mis revistas?
¿Tiene Vd.____?

Unit 17 Unit Page No. 11

Check List Item No. 23
Worksheet No. 7
Long form possessive

8. Hemos vendido nuestra casa.
Hemos vendido ______________________________.

9. Sus zapatos son nuevos.
__________________________________ son nuevos.

10. Mi ciudad es pequeña.
______________________________________ es pequeña.

11. Vive cerca de su escuela.
Vive cerca de _________________________________.

12. Mis abuelos viven en California.
_______________________________ viven en California.

13. Son nuestras flores.
Son ____________________________________.

14. Aquí tienen Vds. sus maletas.
Aquí tienen Vds. ____________________________.

15. Tus zapatos están sucios.
___________________________________ están sucios.

C. Translate the English words into Spanish.

1. Busque Vd. sus libros y yo buscaré mine. ______________________

2. Habla de mi profesor y de yours.

3. Nuestra familia es más grande que his.

4. Sus hermanas y mine son amigas.

5. Mis guantes son más caros que hers.

6. Mi tía y hers son maestras.

7. Halló su pluma, pero yo no hallé mine.

8. Son amigos of his, no son amigos of mine.

9. Mi hermano es médico; hers es abogado; his es ingeniero.

10. Invitaré a mi primo y a his.

11. Quiero tinta negra; yours es verde y his es roja.

Unidad 17
Hoja de ejercicios no. 8
Check List Item No. 26

Unit Page No. 12

Complete the following list of object pronouns giving the Spanish equivalents of the listed English object pronouns. Use your book!

Pronombres de objecto

English	Directo		English	Indirecto
me	________		me	________
you (familiar)			you (familiar)	________
you (formal)	________ masc.	________ fem.	you (formal)	________
her	________		her	________
him	________		him	________
it	________ masc.	________ fem.	it	________
us	________		us	________
you (pl)	________ masc.	________ fem.	you (pl)	________
them	________ masc.	________ fem.	them	________

Unit 17 Unit Page No. 13
Check List Item No. 34
Worksheet No. 10
IR verbs with changes in the stem

1. ¿(Conseguir) Ud. un billete?

____

2. (Repetir) la pregunta.

____

3. (Sonreir) con alegría.

____

4. (Nosotros) nos (vestirse) enseguida.

____

5. Me (vestirse) de color rojo.

____

6. Ellos (dormir) tres horas.

____

7. Creen que Luisa (morir) anoche.

____

8. Le (advertir) que no comprara esa radio.

____

9. (Sentir - él) venir tarde.

____

10. Le (pedir) una moneda.

____

II. Change the following sentences from the present tense into the Preterit Tense.

1. Se viste para la reunión.______________________________
2. Compra una casa.______________________________
3. Le pedimos una taza de té.______________________________
4. Yo siento llegar tarde.______________________________
5. Duermo tres horas.______________________________
6. Lo advierten en seguida.______________________________
7. Ellos siguen comiendo.______________________________
8. ¿Por qué no se lo advierte?______________________________
9. Parece que se muere.______________________________
10. Consigue boletos para la corrida.

____

Unit 17 Unit Page No. 14

Check List Item No. 37
Worksheet No. 12
Pronunciación

Item I: ¿Dónde‿estás?
La clase de‿español.
Te‿espero allí.
No sabe‿esquiar.

Item II: Te espero allí.
¿Dónde vive Esperanza?
Te esperamos a las cinco.
Es la casa de Enrique.
¿Por qué dice eso?
¿Dónde fue el accidente?
No sabe esquiar.
Es el mes de enero.
Vamos a la clase de español.
¿Dónde están las novelas?
Espérame en la puerta.
Hay nueve estudiantes.
¿Qué estudia Ud.?
Es el libro de ese chico.
Juan come en casa.
Tiene los libros de Elena.

Item III: Dictado

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

Unidad 17
Hoja de ejercicios no. 13
Check List Item No. 39

Unit Page No. 15

Parte I - Mirando la página 126 de su libro (Conversation Stimulus) complete la siguiente conversación entre Mamá y Isabel:

Mamá: ¡Isabel! Ya van a ser las ocho.

Isabel: ____

Mamá: ____

Isabel: ____

Mamá: ____

Isabel: ____

Mamá: ____

Parte II - Mirando la página 126 de su libro (Writing Drills, Present → Past Tense) escriba otra vez todo el párrafo según las dirrecciones del libro.

Unidad 17
Hoja de ejercicios no. 14
Check List Item No. 39

Unit Page No.__16__

Escriba "Sentence Construction", página 127 de su libro, según las direcciones que se ven allí.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

Teacher Guide for Check List Items: 2, 5, 14, 16, 18

Teacher Use Only

Check List Item No. 2

The student is to read, using the book, all basic sentences. If the pronunciation is not satisfactory, assign further oral practice. If the reading is acceptable, this item is to be marked O.K.

Check List Item No. 5#

Go over this worksheet with the student and discuss any errors. This item is to be marked O.K. when satisfactorily completed.

Check List Item No. 9#

Go over the students answers with him as follows:

a. Ask the questions orally.

b. Have the student read his answers aloud.

c. Discuss errors.

This item is to be marked O.K.

Check List Item No. 14

The student is to have written out the Meaning Drill on page 109. Go over this with him emphasizing the way English differentiates in translation of the imperfect and preterite. This item is to be marked O.K.

Check List Item No. 16

Read the student's work and discuss errors with him. This item is to be marked O.K. If the original effort is poor, have the student re-write it before you O.K. it.

Check List Item No. 18#

Check, discuss, and mark O.K.

Unit 17
Check List Item No. 8
Test - Basic Text
Teachers Form

Unit Page No. 18

I. Ask the student to read about 15 lines from the basic text. Check his intonation and pronunciation. Give him a letter grade for this part depending on how well he has done.

II. Ask the student any **eight** of the 31 questions on page 106. Give a letter grade based on completeness and correctness of the eight questions.

Teacher Guide for Check List Items: 25, 29, 31#, 36#, 39, 43#, 44#, 45#
Teacher Use Only

Check List Item No. 25
a. Go over the Generalizations on page 118 with the student.
b. Go through (orally) a few of the Structure Drills, ps. 114-117, with the student.
c. Then mark this item O.K. and give the test again.

Check List Item No. 29
Go over the Writing Drill, page 121, with the student discussing and explaining errors in what he has written. Mark this item O.K., unless the first effort was very poor, in which case it must be re-written before it is O.K.'d.

Check List Item No. 31#
Go over the completed worksheets (nos. 8 & 9) with the student. Discuss errors. Mark this item O.K. and then give test (Item No. 30) again.

Check List Item No. 36#
Go over the completed worksheet (no. 11) with the student. Discuss errors. Mark this item O.K. and then give test 35 again.

Check List Item No. 39
Worksheet 13: Part I - Have the student read this dialog aloud with each of you taking a part. Correct, discuss, and suggest possible improvements.
Part II - Check, correct, and discuss. Worksheet 14: Check, correct, and discuss. Make sure that the student understands the grammatical point involved in each change.
Item 39 is to be marked O.K. when properly completed. Assign re-writing of any or all parts that are not acceptable before O.K.ing this item.

Check List Item No. 43#
Go over both parts of Worksheet No. 15 with the student. This item is to be marked O.K., unless in your judgement any or all parts should first be re-written.

Check List Item No. 44#
Ask the questions orally and have the student read his written answers. Discuss and correct errors. This item is to be marked O.K. unless re-writing is necessary.

Check List Item No. 45#
Check, discuss, and correct. Assign re-writing if you feel there were too many errors. To be O.K.'d when acceptable.

Unit 17
Check List Item No. 4
Test - Basic Sentences
Student Form

Unit Page No. 20

Nombre__________________

Fecha__________________

I. Complete the following paragraph with the words listed below. The paragraph has to make sense.

mal humor
durmiendo
baño
coscorrón

levanta
criada
tetera
levantó

despertarlo
luz
hambre
tirón

Mi amigo Luis se______________, prende la______________y luego va al__________________. Comó tenía mucha______________fue a desayunar a la cocina. Su mamá no estaba y la________________tampoco, entonces él mismo puso la______________para calentar el agua. Luego pensó que su hermano todavía estaba__________________y fue a_________ con un__________________su hermano se________________y le dio un __________________a la puerta, estaba de muy_________________.

II. Use the following words in sentences of your own. You can use the verbs (that are given to you in the infinitive form) or in any tense or person that you want. (3 pts. each)

olla
quitar (V)

hervir (V)
flojo

retirar (V)
pálido

____

____

____

____

____

____

____

____

____

____

____

____

Grading Scale

1st try		2nd try	
28 - 30	A	29 - 30	A
26 - 27	B	28	B
24 - 25	C	27	C
22 - 23	D	26	D
21	F	25	F

Check List Item No. 5#
Worksheet No. 2
Basic Sentences

I. Complete the following sentences with the correct word. Choose the word from those listed below.

prende
levanto
arropado
asoma
de un salto
sorben
cuenta
Poco a poco
ordena

siente
echa a un lado
mete
sacude
tirón
desmigajas
olor
mal humor

calentar
despierta
enojada
hervir
se echa
sube
quemada
retira

1. José____________ a su primo para despertarlo.

2. María se______________ a las ocho, todas las mañanas.

3. El ____________la luz todas las noches cuando va a acostarse.

4. Juana no está__________________contigo.

5. Pedro le dio un____________________ a la ventana porque no podía abrirla.

6. Mi gato está todo_____________en su cestita, pues tiene mucho frío.

7. No me di________________que el coche estaba descompuesto.

8. Josefa va a__________________el agua para preparar té.

9. ¿Por qué________________la torta? ¿No te gusta?

10. Puchi, el perro de Luis se__________________por la puerta y asusta a los chicos.

11. María tiene que______________los huevos para hacer la ensalada.

12. Juancito no se_________________bien, está enfermo.

13. Hay mucho______________a carne podrida.

14. Todas las mañanas él______________________las frazadas cuando se levanta.

15. Me______________antes de la cama, desayuno y luego voy a la escuela.

16. __________________el pan a la boca.

17. La camisa está_________________, pués, la criada no sabe planchar.

18. ___________________se levantó de la silla y se fue a jugar.

19. Mi tío le______________al aduanero que le entregue el pasaporte.

20. Hay está de_________________pués, anoche se acostó tarde y no durmió bien.

21. La leche se_____________cuando hierve.

22. Marcos, el hijo del profesor de música se__________la mano en la

Unit 17
Check List Item No. 5#
Worksheet No. 2
Basic Sentences

Unit Page No. 22

.boca.

23. Sentados a la mesa los chicos ______________ el té con leche.

24. ____________________ estoy aprendiendo español.

25. Su mamá ______________________ la olla de la cocinilla.

Unit 17
Check List Item No. 17
Test: Imperfect Tense
Student Form:

Unit Page No. 23

Nombre____________________

Fecha____________________

Use the following verbs in the spaces provided in the correct form of the Preterit or Imperfect Tense (according to the text). The verbs are in the order that should be used. (15 pts.)

abrir - prender - tener - querer - permitir - ir - lavarse - preparar - hervir - subir - terminar - querer - terminar - despedirse - partir

Juancito______________los ojos, cuando su hermana______________la luz. ______________mucho sueño y________________dormir más, pero, su hermano no le______________. ______________al baño y se ____________________la cara, mientras su hermana______________el desayuno. El agua____________en la cocinilla y la leche__________ mientras Juancito________________de vestirse. El no______________ ir a la oficina pero una vez que________________su desayuno se ______________________y______________________.

Grading Scale

1st try		2nd try	
14 - 15	A	15	A
12 - 13	B	14	B
10 - 11	C	13	C
9	D	12	D
8	F	11	F

Unit 17
Check List Item No. 18#
Worksheet No. 6
Práctica de los tiempos Pretérito e Imperfecto.

Unit Page No. 24

I. Working with basic sentences, identify all conjugated verb forms by tense and give infinitive.
Ejemplo sentence No. 1

	Infinitivo	Pretérito	Imperfecto
1.	prender	prendió	
2.	________	________	
	________		________
3.	________		________
	________		________
4.	________	________	
5.	________	________	
	________	________	
6.	________	________	
	________	________	
7.	________	________	
8.	________	________	
9.	________	________	
	________		________
10.	________	________	
11.	________		________
12.	________		________
13.	________	________	
	________		________
14.	________		________
15.	________	________	
16.	________	________	
17.	________	________	
18.	________		________
19.	________		________

Unit 17
Check List Item No. 18
Worksheet No. 6
Práctica de los tiempos Pretérito e Imperfecto.

Unit Page No. 25

20. ____________ ____________

21. ____________ ____________

____________ ____________

22. ____________ ____________

23. ____________ ____________

24. ____________ ____________

25. ____________ ____________

____________ ____________

Unit 17
Check List Item No. 24
Long form possessives: Test

Unit Page No. 26

Nombre ____________________

Fecha ____________________

I. Change the sentences using possessive pronouns instead of the expressions underlined. (40 pts.)
Ejemplo: Tiene mi libro, su lápiz, muestras cosas.
Tiene el mío, el suyo, las nuestras.

1. Hay muchas rosas en mi jardín.

____

____________________________________ su cuarto.

____________________________________ nuestro patio.

____________________________________ tu cesta.

2. ¿Dónde están sus libros?

¿____?

¿____________________________________ tus discos?

¿____________________________________ sus perros?

¿____________________________________ mis sábanas?

3. Tu perro ______________________________ es grande.

Mi maleta ______________________________ es grande.

Su mesa ______________________________ es grande.

Nuestras piezas ______________________________ son grandes.

4. ¿Tiene Ud. mi revista?

¿____?

¿____________________________________ mi maleta?

¿____________________________________ su boleto?

¿____________________________________ mis camisas?

5. Hemos vendido nuestra casa.

____.

____________________________________ nuestro coche.

____________________________________ nuestras cosas.

____________________________________ tu oficina.

Unit 17
Check List Item No. 24
Long Form possessives Test

Unit Page No. 27

Nombre________________

Fecha________________

II. Translate the words in English in the correct form. Use the long form possessive adjective. (10 pts.)

1. Esta casa es ours. ____________________

2. Esta casa es theirs. ____________________

3. Estos guantes no son yours (familiar).

____

4. Estas toallas son yours (formal).

____

5. Este armario no es your (formal).

____

III. Translate the possessive adjectives into Spanish. (10 pts.)

1. Es un amigo (mine).____________________

2. ¿Es un compañero (our)?____________________

3. ¿Es (your) (familiar) tienda?____________________

4. Es una oficina de (their)____________________

5. ¿Es este (your) (formal) novio?____________________

Grading Scale

1st try		2nd try	
58 - 60	A	59 - 60	A
56 - 57	B	57 - 58	B
54 - 55	C	56	C
52 - 53	D	55	D
51	F	54	F

Unit 17 Unit Page No. 28

Check List Item No. 30

Test - Position of direct and indirect object pronoun

Student Form Nombre________________

Fecha________________

I. Rewrite the following sentences, changing the direct object noun to a pronoun and making all necessar changes.

1. Nos vendieron el camión.

____

2. Se compró una bicicleta.

____

3. Les regalamos un libro.

____

4. No prefirió darle los ejercicios a Juan.

____

5. Te van a mandar la camisa.

____

6. Le dio sus novelas.

____

7. Te van a prestar la bufanda.

____

8. Te consiguió los veinticinco centavos.

____

9. Me escribió la carta ayer.

____

10. Nos ofrecieron su oficina.

____

II. Answer the following questions using object pronouns instead of the object nouns.

1. ¿Te dieron la comida hoy?

____

2. ¿Le perdieron el impermeable?

____

3. ¿Se comió el huevo?

____

4. ¿Puso la frazada en el armario?

____

5. ¿Puso Luis la tetera en la cocinilla?

____

6. ¿Necesita Ud. el jabón y el agua para lavarse?

____

Unit 17 Unit Page No. 29
Check List Item No. 30
Test - Position of direct and indirect object pronoun
Student Form

7. ¿Te trajeron el biombo y las tazas chinas?

____

Grading Scale

1st try		2nd try	
15 - 17	A	16 - 17	A
13 - 14	B	15	B
11 - 12	C	14	C
10	D	13	D
9	F	12	F

Unit 17
Check List Item No. 31#
Worksheet No..9
Direct and Indirect Object Pronouns

Unit Page No. 30

I. Rewrite the following sentences putting the object pronoun in the correct place with the correct translation.

Ejemplo:
El profesor lee (it).
El profesor lo lee.

1. Pedro siempre busca. (her)
2. Traiga Ud. (them)
3. Si vas al cine, veré. (you)
4. No has escrito. (to me)
5. ¿No oyen Uds.? (us)
6. Uds. se levantaron; por eso, yo pude ver. (you)
7. Vendió el perro. (to us)
8. ¿Toman Uds.? (it)
9. Juan lee. (it)
10. Diana corre. (it)

II. Answer the following questions using object pronouns instead of the object nouns.

1. ¿Desea Ud. vender su reloj?
2. ¿Ve Ud. a sus amigos todos los días?
3. ¿Tiene Ud. las maletas?
4. ¿Ayuda Ud. a su madre?
5. ¿Escribe Ud. a sus primos?

Unit 17
Check List Item No. 31#
Worksheet No. 9
Object Pronouns - Direct and Indirect

Unit Page No. 31

I. Escríbanse de nuevo las siguientes oraciones, cambiando los nombres subrayadas por pronombres.

Modelo: Nos enseñaron la casa.
Nos la enseñaron.

1. No quiere venderme los libros.
2. Voy a ofrecerles la fruta en un precio especial.
3. Voy a dejarte la ropa aquí.
4. Alguien me ha robado la bolsa.
5. Nos prestó la maleta para hacer el viaje.
6. Le vendieron el traje en el mercado.
7. María va a venderme la bufanda.
8. ¿Están comprandote el espejo ahora?
9. El profesor les hizo las preguntas.
10. Te digo la verdad.

II. Change each sentence using pronouns instead of the underlined words. Change "le" or "les" to "se" when necessary.

1. Deseo vender los libros.
2. Me leyó una carta ayer.
3. Le dejo la camisa en la pieza.
4. Les mandé los guantes por correo.
5. Le pintaba bien la casa.
6. Me van a dar una revista.

Unit 17
Check List Item No. 25
Test - Ir verbs with changes in the stem
Student Form

Unit Page No. 32

Nombre ________________

Fecha ________________

I. Change these sentences from singular to plural or vice versa (only the subject and verbs). (20 pts.)

1. Dormí mucho ayer. ________________
2. Consoguimos una criada. ________________
3. Se visitó bien. ________________
4. Juancito sintió no poder ir. ________________
5. Creen que yo morí en el accidente. ________________
____
6. Se vistieron rápido. ________________
7. Le pidió un café a la Sra. ________________
8. ¿Por qué no se lo advirtió? ________________
9. Siguieron charlando en la plaza. ________________
10. Se murió a la seis. ________________

II. Write a complete Sentence with each of these verbs. Use the verbs. Use the verbs in the Preterit tense, any person. (18 pts.

dormir
conseguir
sentir
vestirse
pedir
venir

____
____
____
____
____
____
____
____
____

Grading Scale

1st try		2nd try	
36 - 38	A	37 - 38	A
34 - 35	B	35 - 36	B
32 - 33	C	34	C
30 - 31	D	33	D
29	F	32	F

135 127

Unit 17 Unit Page No. 33
Check List Item No. 36#
Worksheet No. 11

Ir - verbs with changes in the stem.

I. Answer the following questions with complete statements.

1. ¿Se vistió Ud. ántes de desayunarse hoy?

____

2. ¿Pidió Juan dinero?

____

3. ¿Consiguió Ud. el libro?

____

4. ¿Creen que yo morí en el accidente?

____

5. ¿Pidió Ud. este ejercicio?

____

6. ¿Sintieron Uds. no poder venir?

____

7. ¿Se vistieron Juan y Pedro para la fiesta?

____

8. ¿Sigues tú hablando en Inglés?

____

9. ¿Dormiste tres horas?

____

10. ¿Lo sintieron mucho Uds.? (Answer with Nosotros as a subject).

____

Unit 17 Unit Page No. 34
Check List Item No. 37 and 42
Worksheet No. 12
Pronunciation and test reading Selection

Teacher Use Only

Dictado:

1. ¿Dónde vive Esperanza?
2. No sabe esquiar.
3. He estudiado mucho.
4. Es la clase de español.
5. ¿Qué estudia Ud.?
6. Es el cuaderno de español.
7. He esquiado en la Sierra.
8. Es el cuaderno de él.

To Check this item:

If there are more than 6 errors, instruct the student to listen to the tape again and to write the Dictado part on a blank sheet of paper. Do not, however, let the student see what his errors were on the first attempt.

Unit 17
Check List Item No. 42
Test: Reading Selection
Teacher Form

I. Answer Key

1. F
2. V
3. F
4. V
5. V
6. V
7. F
8. V
9. F
10. V
11. V
12. V
13. F
14. F
15. F

Grading Scale

1st try		2nd try	
14 - 15	A	15	A
12 - 13	B	14	B
10 - 11	C	13	C
9	D	12	D
8	F	11	F

Unit 17
Check List Item No. 42
Test - Reading Selection
Student Form

Unit Page No. 35

Nombre________________

Fecha________________

La Vida Cotidiana

¿Son verdaderas o falsas estas afirmaciones? V - F (true and false).

_______1. Juana podía oir la conversación de su mamá con la vecina.

_______2. Los vidrios separaban el comedor del patio.

_______3. Los vidrios dejaban pasar la luz.

_______4. El hermano se queda después de clase.

_______5. Juana puso la cartera sobre la cama.

_______6. Carlos y Juana tenían hambre.

_______7. La madre no tenía teléfono.

_______8. El tío tenía un auto nuevo.

_______9. La mamá tomó una taza de té.

_______10. Había muchos estudiantes en la escuela.

_______11. Se reunían en el corredor.

_______12. La película era muy buena.

_______13. A Juana no le dolía la cabeza.

_______14. Se fueron a pie.

_______15. Juana estaba contenta.

Grading Scale

1st try		2nd try	
14 - 15	A	14 - 15	A
12 - 13	B	13	B
11	C	12	C
10	D	11	D
9	F	10	F

Unit 17
Teacher Guide for Final Exam
Check List Item No. 47

Teacher Use Only

1. Test Key:
   Part I: 1. A 2. C 3. C 4. A 5. A 6. B 7. A

   Part II: 1. C 4. C 7. D
   2. C 5. A 8. C
   3. A 6. D

Writing Part I

1. Juana nos lo está preparando ahora.
2. Se los prestó ayer.
3. Voy a dejárselas en un precio especial.
4. No se lo he preguntado todavía.

Writing Part II

era, ponía, decidí, pregunté, podía, dijo, tenía, estaba

2. To score the test
   Part I and Part II: each item worth 1 point.
   Writing: Part I - each answer worth 3 pts:
   Wrong pronoun (s) - 1 pt.
   Wrong pro. position - 1 pt.
   Spelling errors - 1 pt.
   Writing Part II -
   Check only the berbs - each one worth 2 points; subtrac
   one point for missing accent on verb forms.
3. Grading Scales Total Points - 43

1st try		2nd try	
30 - 43	A	35 - 43	A
23 - 29	B	28 - 34	B
15 - 22	C	20 - 27	C

Hoja para respuestas

Parte I

1.________ 2.________ 3. ________ 4.________ 5.________
6.________ 7.________

Parte II

1.________ 4.________ 7.________
2.________ 5.________ 8.________
3.________ 6.________

Writing - Part I

1.________________________________
2.________________________________
3.________________________________
4.________________________________

Writing - Part II

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Hoja de ejercicios no. 15#
Check List Item No. 43

Parte I - Mirando "Directed Dialog," página 126 de su libro, escriba lo que van a decir Mamá Alfredo, Pepe, etcetara:

Mamá: ______________________________

Alfredo: ______________________________

Pepe: ______________________________

Jorge: ______________________________

Alberto: ______________________________

Rosa: ______________________________

María: ______________________________

Juanita: ______________________________

Isabel: ______________________________

Gloria: ______________________________

Parte II - Mirando "Rejoinders," página 126 de su libro, escriba dos respuestas para cada frase:

1. ¡Carlos! Van a ser las siete y media.

   A. ______________________________

   B. ______________________________

2. Ya me levanté. Estoy en el baño.

   A. ______________________________

   B. ______________________________

3. No encuentro me bufanda.

   A. ______________________________

   B. ______________________________

Unidad 17
Examen Final
Check List Item No
Página 1

Unit Page No. 39

¡No escriba en esta hoja!

READING COMPREHENSION

Part I - Escoja la respuesta más apropiada

1. ¡Qué olor a leche quemada!
   A ¡Caramba! Se me ovidó quitar la olla del fuego.
   B ¡Caramba! Se me olvidó prender la cocinilla.
   C ¡Caramba! Se me olvidó echar agua al té.

2. Me parece que Carlos se ha puesto de mal humor.
   A Es cierto. Tomó el jabón y la toalla y se metió en el baño.
   B Es cierto. Se sentía muy débil cuando salió.
   C Es cierto. Estaba enojado cuando salió.

3. Voy a prender la luz.
   A Sí, hace mucho frío.
   B Sí, hace mucho calor.
   C Sí, el cuarto está oscuro.

4. Todavía no tengo espejo.
   A ¿Cómo puedes peinarte?
   B ¿Cómo puedes lavarte?
   C ¿Cómo puedes dormir?

5. ¡No me di cuenta de que eran las siete! No tenemos mucho tiempo.
   A Sí, démonos prisa.
   B Sí, hace buen tiempo.
   C Sí, vamos a descansar.

6. ¡Qué desgreñado tienes el pelo!
   A Si, tengo que callarme.
   B Si, tengo que peinarme.
   C Si, tengo que vestirme.

7. ¡Qué caliente está este té!
   A Sí, la criada acaba de hervir el agua.
   B Sí, tengo que calentar el agua.
   C Sí, hace mucho calor.

Part II Read the following selections. After the selections you will find a series of incomplete sentences. For each sentence there are four suggested completions. Circle the letter that is followed by the most appropriate completion. Base your choice on the information given in the selection. Follow the same procedure for each selection in this section

UNA CONVERSACIÓN POR TELÉFONO

Pepe	Hola, Juanita. ¿Qué tal?
Juanita	Hola, Pepe. Bien, gracias.
Pepe	Mira, te busqué esta mañana después de clase pero no te vi.
Juanita	Sí, no fui. No me sentía muy bien.
Pepe	Ah, lo siento. ¿Cómo te sientes ahora?
Juanita	Mucho mejor, gracias. En realidad, en este momento estaba vistiéndome para salir.

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Examen Final
Check List Item No. 47
Página 2

¡No Escriba en esta hoja!

Part II

Pepe	¡Bueno con la niña! Mira, Juanita, to llamé porque necesito el libro que te presté el lunes. Queria pasar por tu casa a recogerlo.
Juanita	Ay, pues nadie va a estar en casa. ¿Te importa si te lo traigo mañana!
Pepe	No, está bien mañana. Muchas gracias.

1. Pepe no vio a Juanita por la mañana porque ________.
   A. Pepe no fue a clase.
   B. Juanita no se sentía bien y salió temprano.
   C. Juanita no se sentía bien y no fue.

2. Pepe llamó a Juanita ________.
   A. para preguntarle cómo se sentía.
   B.. para prestarle el libro que Juanita necesitaba.
   C. para ir a buscar su libro.

3. Pepe no va a recoger el libro porque ________.
   A. Juanita va a salir y nadie va a estar en casa.
   B. Juanita lo necesita para estudiar.
   C. Pepe no lo necesita hasta el lunes.

El señor Tamayo vivía con su señora y sus cuatro hijos en una sección muy bonita y tranquila de Lima. La casa era nueva, de dos pisos, blanca y muy bonita, pero era demasiado pequeña para una familia tan grande como la de ellos. Por eso, los Tamayo querían encontrar otra casa.

Buscaron durante dos o tres semanas sin encontrar nada. Un día unos amigos les dijeron que habían leido en el periódico que había una casa de siete cuartos que alguien quería vender. Al día siguiente fueron a verla, y en seguida les gustó mucho. La casa era bastante grande para ellos y quedaba a sólo diez minutos de la oficina del señor Tamayo. Estaba en una sección vieja pero limpia. Cerca de la casa había un mercado muy bueno y barato, aunque un poco sucio, adonde la señora podía ir. La nueva casa era de dos pisos también; había un patio donde podían jugar los niños. La cocina era muy grande y con mucha luz. Había tres baños, dos arriba en el segundo piso y uno en el primero.

Sin pensarlo más, el señor Tamayo decidió comprarla.

4. Los Tamayo querían encontrar otra casa porque ________.
   A. su casa era vieja.
   B. su casa era demasiado grande.
   C. no les gustaba una sección tranquila.
   D. su casa no era bastante grande.

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Examen Final
Check List Item No. 47
Página 3

5. Al señor Tamayo le gustó en seguida la casa porque ________.
   A. era más pequeña que la suya.
   B. tenía dos baños.
   C. queaba cerca de su oficina.
   D. era vieja pero barata.

6. Los Tamayo supieron de la otra casa porque ________.
   A. la vieron un día.
   B. unos amigos les dijeron que querían venderles su casa.
   C. leyeron en el periódico que la vendian.
   D. unos amigos les hablaron de ella.

7. La nueva casa era mejor que la suya porque ________.
   A. era más barata.
   B. tenía dos pisos.
   C. era más grande.
   D. estaba en una sección vieja.

WRITING - Part I

Rewrite each sentence substituting a pronoun for the underlined words and making any necessary changes.

Model: Nos enseñaron la casa.
Nos la enseñaron.

1. Juana nos está preparando el desayuno ahora.

____

2. Le presté los veinticinco pesos ayer.

____

3. Voy a dejarles las manzanas en un precio especial.

____

4. No le he preguntado el precio todavía.

____

Unidad 17
Examen Final
Check List Item No. 47
Página 4

WRITING PART II

Rewrite the following paragraph, changing the underlined verbs from the present to the preterit or imperfect, depending upon which is required.

Las cinco. Es hora de salir de la oficina. Mientras me pongo el abrigo, decido llamar a mi amiga Juana por teléfono. Le pregunto si puedo pasar a recoger mi libro de español. Ella me dice que no lo tiene en casa, que está en la escuela.